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ABSTRACT

This curriculum guide contains materials for use in implementing a nine-week introductory unit designed to help eighth grade students in Frederick Courts Middle School understand career choices. Addressed in the course are the following topics: resources typically found in a career center, assessing individual interests, career clusters, the decision-making process, the Coordinated Occupational Information Network (COIN) Survey, nontraditional job roles, microcomputers and career exploration, interest surveys and career exploration, student hands-on experience with career center resource materials, individual research and integrated activities, orientation to high school educational plans, post-high school training, time management, appropriate school and work behaviors, qualities employers look for, and local employer and job opportunities. A course calendar, student career plan criteria, course objectives, and a parent letter are provided in the first section. The major portion of the guide consists of detailed lesson plans for each of the 45 days of the course that include lists of objectives, activities, and resources as well as all the sample forms, student worksheets, information sheets, and handouts necessary to present the lesson. (MN)

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Revised 1983

UNDERSTANDING CAREER CHOICES

Grade 8

CE037693

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Board of Education of Frederick County
Frederick, Maryland

UNDERSTANDING CAREER CHOICES

8th GRADE

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FREDERICK COUNTY PUBLIC SCHOOLS
Frederick, Maryland
1982
revised, 1983

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This project was partially funded by Project Basic.

Introduction

Beginning in the school year 1982-83, all 8th grade students in Frederick County Public Schools began a 9 week introductory unit in career education. This planning guide is designed to provide direction and consistency in instruction for all middle schools.

The core objectives for the 9 week unit are 12 State World of Work Project Basic objectives designed to help students make wise career decisions. The objectives may be fulfilled by exposing students to any activity (e.g., 4.1.1.1., Activity A) from either the Maryland (green pages) or Frederick County (White pages) list of suggested activities.

The Understanding Career Choices course does not require students to make concrete career choices. It does, however, recognize that one's goals and methods of attaining opportunities change. It also recognizes that career decisions begin early and continue throughout one's lifetime.

This guide recommends an activity-oriented approach designed to meet the developmental needs and curiosity of middle school students. In the Activity Guide objectives are correlated in a 9-week program. Each objective is supported by at least one suggested activity that will complete the Project Basic requirements. The activities are listed in a sequential format which allows for the development of a series of career decision making skills. This logical progression has been tested in pilot projects and has proved highly workable; however, the individual teacher may wish to substitute alternative activities when appropriate. Time allocations are suggested but revisions can be made based on the depth of study and the make-up of the group being taught.

Central to the completion of the unit objectives is the initiation of a "Career Folder" and student career plan for each student. At the end of the school year, all Career Folders should be sent to the guidance department of your high school.

Teachers who use these guides are encouraged to provide feedback to the Career Education office so that further revisions can be undertaken. Please share your great ideas with everyone!

General Calendar

The activities that follow are on a day by day curriculum guide basis, consuming a 9 week period (45 days). This is a suggested time frame; allow for flexibility in the program.

Day	Topic
1	Introduction and orientation
2	Introduction to resources in career center
3-5	Interest survey
6	Audiovisual - reinforce interest survey
7	Career cluster
8-9	Decision-making process
10-11	COIN survey
12	Nontraditional job roles
13	Introduce microcomputer and career exploration series (0-series)
14-17	Interest surveys (JOB-O and career exploration series)
18	Student "Hands-On" experience with career center resource materials (printed/hardware)
19-34	Individual research and integrated activities
35-38	Orientation to high school educational plans
39	Post high school training
40	Time management
41	Appropriate school and work behaviors
42-43	Qualities employers look for
44-45	Local employer and job opportunities (Want ads)

Student Career Plan Criteria

The individual student career plan is an important component of the total career education instructional process. It is a culminating activity which enables the student to demonstrate many of the skills acquired in the unit. The career plan is facilitated by the use of the Career Folder and may thus be the base for future rethinking or planning of career decisions.

As a minimum, this plan will include the following elements:

1. Identify one or more career clusters of interest.
2. Identify two or more occupations in each cluster and list the educational, training, and other requirements for each.
3. List and describe the student's skills, experiences, and abilities that indicate these might be appropriate choices for the student.
4. Identify the courses needed to pursue the stated career goals or interests.
5. Identify out-of-school experiences they will seek in order to help them determine whether they wish to pursue these goals or interests.
6. Provide for review and comments by teachers, counselor, and parents.

Course Objectives

Project Basic - World of Work Objectives

Goal 4.1 To Know and Understand the Options, Opportunities, and Requirements of the World of Work

Competency 4.1.1. Understanding the Nature, Structure, and Requirements of Work

Objectives 4.1.1.1. Identify the Advantages That Individuals Can Derive from Work

4.1.1.9 Identify Ways to Enter the World of Work

4.1.1.14 Identify the Skills, Knowledge, and Training Required for Major Occupational Categories

4.1.1.15 Identify School Subjects Which Help Develop Skills, Knowledge, and Training in Specific Occupations

4.1.1.19 Identify Basic Requirements for Employment in Specific Jobs

Goal 4.2 To Understand and Value the Relationship Between Personal Interests and Abilities, and Work Options and Opportunities

Competency 4.2.1. Identifying and Relating Personal Qualities to Employment

Objective 4.2.1.8 Identify Qualities Employers Commonly Seek in Job Applicants

4.2.1.9 Describe Behavior That is Appropriate for a Particular Work Situation

4.2.1.10 Describe the Importance of Time in a Particular Work Setting

Goal 4.3 To Demonstrate a Broad Range of Entry Level Employability Skills

Competency 4.3.1 Applying Job-Seeking Skills

Objective 4.3.1.7 Identify Employers and Job Opportunities in the Local and Surrounding Communities

Goal 4.4 To Apply Career Planning and Decision-Making Skills

Competency 4.4.1 Demonstrating Career Planning and Development Skills

Objectives 4.4.1.4 Identify Steps for Making Career Decisions

4.4.1.15 Identify Job Characteristics Which May Affect Career Choice

4.4.1.20 Use School and Community Resources To Obtain Career Information

Frederick County Middle School Career Objectives

Objectives and Behaviors

2.1 Demonstrate basic work habits and skills, e.g., interpersonal skills, punctuality. (*2.1)

2.1.1 IDENTIFY QUALITIES and skills EMPLOYERS COMMONLY SEEK IN JOB APPLICANTS. (*2.1.1, 2.7.3, 4.2.1.8)

2.1.2 DESCRIBE BEHAVIOR THAT IS APPROPRIATE FOR A PARTICULAR WORK SITUATION. (4.2.1.9)

2.1.3 DESCRIBE THE IMPORTANCE OF TIME IN A PARTICULAR WORK SETTING. (4.2.1.10)

2.1.4 Demonstrate willingness to accept responsibility for one's actions. (*2.1.2)

2.1.5 Demonstrate ability to plan work, to carry out the plan, and to evaluate the effectiveness of the plan. (*2.1.3)

2.2 Demonstrate decision-making skills. (*2.2)

2.2.1 IDENTIFY STEPS FOR MAKING CAREER DECISIONS. (*2.2.1, 4.4.1.4)

2.2.2 Evaluate alternatives in a contrived situation. (2.2.1)

2.2.3 Estimate probable outcomes for different situations (2.2.2)

2.2.4 Recognize the relationship between personal values and possible alternative decisions. (2.2.3)

2.2.5 Demonstrate the ability to apply the decision making process. (2.2.3)

2.2.6 List four kinds of information needed to make career decisions. (*2.2.2)

2.2.7 Identify expanding occupational opportunities for all students without regard to sex, race, national origin, or handicapping condition. (*2.2.3)

2.3 Demonstrate comprehension of aptitudes, interests, and experiences as related to personal career development.

2.3.1 Recognize that several types of individuals may perform in the same job or occupations without regard to sex, race, national origin, or handicapping condition. (*2.3.1)

2.3.2 Recognize that a range exists of abilities, interests, and personal traits required for a given job or occupation. (*2.3.2)

2.3.3 Assess areas of personal abilities, skills, and achievement; determine the importance of identified strengths to different types of work. (2.1.1)

2.3 (continued) Demonstrate comprehension of aptitudes, interests, and experiences as related to personal career development.

2.3.4 Assess areas of personal interest; determine the relationship between identified interests/hobbies and several occupations. (2.1.2)

2.3.5 Assess personal traits or characteristics; determine the relationship between identified traits and the demands of several occupations. (2.1.3)

2.3.6 Assess paid and non-paid job experiences; determine the relationship between the skills needed to complete identified tasks and the skills needed for several occupations. (2.1.4)

2.3.7 Summarize self-assessment information and relate the information to general career aspirations. (2.1.5)

2.3.8 IDENTIFY JOB CHARACTERISTICS WHICH MAY AFFECT CAREER CHOICE. (4.4.1.15)

2.3.9 Identify academic courses with various occupational/career clusters. (*2.3.4, 2.5.1)

2.4 Begin the development of an individual career plan. (*2.4)

2.4.1 Identify the major elements of a career plan. (*2.4.1)

2.4.2 Recognize that one's goals and the methods of attaining those goals may change as circumstances or opportunities change. (*2.4.2)

2.4.3 Recognize that career decisions begin early and continue throughout one's lifetime. (*2.4.3)

2.4.4 Recognize the importance of alternatives in any plan. (*2.4.4, 2.6.2)

2.4.5 Enter appropriate information on the career planning folder. (2.6.1)

2.4.6 Complete tentative educational/career plan using self-assessment information. (2.3.2)

2.5 Demonstrate a knowledge of the world of work through occupational categories or career clusters and the associated jobs and requirements. (*2.5)

2.5.1 Describe the career clusters. (*2.5.1)

2.5.2 Complete job exploration worksheets for at least 3 jobs. (2.3.4)

2.5.3 IDENTIFY THE ADVANTAGES THAT INDIVIDUALS CAN DERIVE FROM WORK (4.1.1.1)

2.5.4 Prioritize rewarding activities and roles associated with work. (2.3.1)

2.5.5 IDENTIFY THE SKILLS, KNOWLEDGE, AND TRAINING REQUIRED FOR MAJOR OCCUPATIONAL CATEGORIES. (2.5.1, 2.5.2, 4.1.1.14)

2.5.6 Use the Career Resource Center to match self-profile with several worker profiles. (2.3.2)

2.5 (continued) Demonstrate a knowledge of the world of work through occupational categories or career clusters and the associated jobs and requirements. (*2.5)

2.5.7 IDENTIFY SCHOOL SUBJECTS WHICH HELP DEVELOP SKILLS, KNOWLEDGE, AND TRAINING IN SPECIFIC OCCUPATIONS. (2.5.1, 2.5.2, 4.1.1.15)

2.5.8 IDENTIFY WAYS TO ENTER THE WORLD OF WORK. (4.1.1.9)

2.5.9 IDENTIFY BASIC REQUIREMENTS FOR EMPLOYMENT IN SPECIFIC JOBS. (4.1.1.19)

2.6 Demonstrate career exploration and prevocational skills. (*2.6)

2.6.1 USE and evaluate SCHOOL AND COMMUNITY RESOURCES TO OBTAIN CAREER INFORMATION. (*2.6.2, 2.3.3, 2.4.1, 4.4.1.20)

2.6.2 IDENTIFY EMPLOYERS AND JOB OPPORTUNITIES IN THE LOCAL AND SURROUNDING COMMUNITIES. (4.3.1.7)

2.6.3 Participate in and describe two or more non-stereotyped career exploration or prevocational activities, e.g., field trip, shadow experiences, or job simulation kit. (*2.6.1)

2.6.4 Recognize various forms and applications required for employment. (2.7.1)

2.6.5 Understand elements of a successful job interview. (2.7.2)

Parent Letter

It is suggested that the following letter to parents be duplicated and sent to parents at the beginning of the career education course of study for their child. The purpose of the letter is to encourage active involvement of the parent in the career decision making process and to encourage discussion of the subject at home.

(APPROPRIATE HEADING)

COVER LETTER FOR THE PARENTS

During the next nine weeks, your child will be involved in an exciting new program that can be one of the most meaningful and relevant in which he has ever been enrolled.

The career education program will introduce your child to the idea of careers and their choice through the exploration of self awareness, along with research and instruction in employment entry skills.

The students will be instructed in 12 State Project Basic Objectives during the nine week course. We invite you, as the parent, to actively encourage and participate in the course work with your child. The information each student gathers now will allow him/her to be better prepared for his/her future.

It is the hope of the Frederick County Board of Education that this program, along with your help and encouragement, will provide an opportunity for your child to begin the search for a purposeful, continuing life plan.

Day 1 - Frederick County Career Objective: 2.4.5

Activities:
1. Introduction and orientation to career education.
2. Organize a career folder for each student.

Suggestions: Have student fill out name, date of birth, social security number, parents' name, school name and address on a piece of paper. Use full name as is on birth certificate on all papers. Have aide type this information on the folders if possible.

Optional Materials: Profile Questionnaire (follows)
Parent letter
Your name activity (follows)

Resources: SFS: The Fascinating World of Work, "Introduction" Self-Directed Search (survey)

Your Name

D etermined

A gile

V igorous

E nergetic

Directions: Write your name in capital letters, vertically down the left hand margin. Pick adjectives which describe you and start with one of the letters in your name. Write these words across the page.

On the back of the paper, write a sentence for each adjective, explaining why you used each word in describing yourself.

This questionnaire is of value only to you. It will not be graded or shared with anyone.

Profile Questionnaire

Full name _____

Name I like to be called _____

Birthday _____

Hobbies _____

_____

_____

Favorite kinds of music _____

Favorite music group _____

Favorite TV show _____

PROFILE QUESTIONNAIRE - Continued

What I would like to be doing in 10 years _____

_____

_____

Favorite personality (TV, movie, sport) _____

Favorite sport _____

Amount of time spent watching TV each week _____

Dislikes _____

I have/do not have a pet. _____ What type? _____

If I had $100 in cash, this is what I would do with it. _____

_____

_____

If I could be any age, I would like to be _____ because _____

_____

What I do well: _____

_____

Day 2 - MSDE Project Basic Objective: 4.4.1.20

Activities:

1. Hand out "Planning Your Future Research Outline" and review each component in detail.*
2. Introduce each resource (electronic and printed) and show how to utilize this material in conjunction with the research outline. (i.e. Student should be required to use at least 4 separate resources in completing their research unit.)
3. Students will be involved in a "Hands-On" experience with these materials later.

*See following outline for -
Modification of this outline is recommended to correlate with various research materials in your career center.

This form will help you learn more about careers. Explore those in which you have the most interest. Don't limit your study to one or two that you already know about. You need to be well informed about many occupations. You will be able to choose a career wisely only if you are aware of the large number of choices that you can make.

Career Title: _____

Interest Cluster (People, Data, Things) _____

Career Cluster: _____

Brief Description of the Work Performed (What will you do on the job) _____

_____

Working Conditions (inside, outside, both) _____

_____

_____

Tools, Equipment & Materials Used: _____

_____

_____

Abilities Required & Special Requirements (skills) _____

_____

_____

Physical Demands (ex. kneel, see, talk, walk, stoop, etc.) _____

_____

_____

Earnings & Fringe Benefits (ex. vacation, sick leave, insurance) _____

_____

_____

Level of Job/Advancement (promotions until retire) _____

_____

Employment/Job Outlook (future job openings) _____

_____

What amount of education is needed to enter this occupation?

___ Less than high school diploma
___ On-the-Job training
___ High school diploma or G.E.D.
___ High school diploma with vocation education
___ Technical, junior, or community college
___ Apprenticeship
___ College, BA
___ College, MA
___ College, PH.D or professional degree

Will the military train you for this job? ___ Yes ___ No

Service Branch: _____

Job Title: _____

Important High School Subjects: _____

_____

_____

Related jobs (other similar occupations) _____

_____

_____

Places to Write for More Information (addresses) _____

_____

_____

_____

_____

Comments (Good Points, Bad Points, etc.): _____

_____

_____

_____

_____

Would this be a good occupation for you? _____Yes _____No

Day 3-5 - MSDE Project Basic Objective: 4.1.1.14 and 4.4.1.20

Activities:

1. Complete an appropriate career interest survey.*
2. Show Jobs: Seeking Finding Keeping (SFK) video number 1 (World of Work)

Suggestions:

-If using VIESA, it may be easier to start on p. 14 and do pg. 14, 15, and 16. Then continue with the Career Log on side 1 and follow directions as given.
-If your school doesn't have a copy of the SFK contact your media specialist to see about obtaining a copy from IMC. (obtain a copy of the teacher's manual from IMC)

*Use a career interest survey other than JOB-O and the remainder of the O-series. These will be done later.

Day 6 - MSDE Project Basic Objective: 4.1.1.14

Activities:

1. Finish career interest survey, if necessary.
2. Show sound filmstrip Careers: Basic Skills for a Changing World (Walt Disney Educational Media Co.- Hereafter referred to as SFS Careers . . .) "Deciding on a Career: Interest, Aptitudes and Abilities".
3. Have students begin compiling a list of job possibilities to be kept in their folder.

Optional Materials: Show SFS Careers . . . "Values and Attitudes".

Day 7 - Frederick County Career Objective: 2.5.1
MSDE Project Basic Objective: 4.4.1.20

Activities:

1. Show SFS Careers . . . "Deciding on a career: Sources of Job Information".
   -Students will familiarize themselves with the following terms:
   Job Shadowing
   Interviewing
   DOT
   Occupational Outlook Handbook
2. Discuss a cluster plan (e.g., 1. The 6 clusters used by the career exploration series, 2. The 15 U.S. Department of Education clusters, 3. The 13 clusters from the Occupational Outlook Handbook.)

Optional Materials:

1. The 15 careers cluster plan is included on page _____.
2. An activity involving this cluster plan is included.

Cluster Classification List

Directions: Using this list of 45 occupations, classify them into their correct cluster on the accompanying worksheet.

Accountant
Advertising Manager
Air Pollution Inspector
Air Traffic Controller
Architect
Bank Clerk
Barber
Coal Miner
Department Store Buyer
Domestic Engineer (Homemaker)
Factory Worker
Farmer
File Clerk
Fish Hatchery Manager
Florist
Funeral Director
Game Warden
Home Economist
Hotel Manager
Industrial Designer
Lifeguard
Machine Operator
Marine Biologist
Military Officer
Musician
News Reporter
Nuclear Scientist
Nutritionist
Oceanographer
Paramedic
Physical Therapist
Pilot
Plumber
Sales Clerk
Sculptor
Shoe Repair Person
Social Worker
Teacher
Telephone Installer
Television Producer
Tour Guide
Truck Driver
Veterinarian
Welder
Writer

Cluster Classification Worksheet

1. Business and Office Occupations
   a) _____
   b) _____
   c) _____
2. Marketing and Distribution
   a) _____
   b) _____
   c) _____
3. Communications and Media
   a) _____
   b) _____
   c) _____
4. Construction
   a) _____
   b) _____
   c) _____
5. Manufacturing
   a) _____
   b) _____
   c) _____
6. Transportation
   a) _____
   b) _____
   c) _____
7. Agri-Business and Natural Resources
   a) _____
   b) _____
   c) _____
8. Marine Science Occupations
   a) _____
   b) _____
   c) _____
9. Environmental Control
   a) _____
   b) _____
   c) _____
10. Public Services
    a) _____
    b) _____
    c) _____
11. Health
    a) _____
    b) _____
    c) _____
12. Hospitality and Recreation
    a) _____
    b) _____
    c) _____
13. Personal Services
    a) _____
    b) _____
    c) _____
14. Fine Arts and Humanities
    a) _____
    b) _____
    c) _____
15. Consumer and Homemaking-Related Occupations
    a) _____
    b) _____
    c) _____

Cluster Classification Worksheet

1. Business and Office Occupations
   a) File Clerk
   b) Bank Clerk
   c) Accountant
2. Marketing and Distribution
   a) Advertising Manager
   b) Sales Clerk
   c) Department Store Buyer
3. Communications and Media
   a) News Reporter
   b) Telephone Installer
   c) Television Producer
4. Construction
   a) Architect
   b) Plumber
   c) Welder
5. Manufacturing
   a) Industrial Designer
   b) Factory Worker
   c) Machine Operator
6. Transportation
   a) Air Traffic Controller
   b) Pilot
   c) Truck Driver
7. Agri-Business and Natural Resources
   a) Florist
   b) Coal Miner
   c) Farmer
8. Marine Science Occupations
   a) Oceanographer
   b) Fish Hatchery Manager
   c) Marine Biologist
9. Environmental Control
   a) Game Warden
   b) Air Pollution Inspector
   c) Nuclear Scientist
10. Public Services
    a) Teacher
    b) Social Worker
    c) Military Officer
11. Health
    a) Veterinarian
    b) Paramedic
    c) Physical Therapist
12. Hospitality and Recreation
    a) Lifeguard
    b) Tour Guide
    c) Hotel Manager
13. Personal Services
    a) Barber
    b) Funeral Director
    c) Shoe Repair Person
14. Fine Arts and Humanities
    a) Musician
    b) Sculptor
    c) Writer
15. Consumer and Homemaking-Related Occupations
    a) Home Economist
    b) Nutritionist
    c) Domestic Engineer (Homemaker)

Examples of Occupations in the Career Clusters

Agri-Business and Natural Resources

Agri-Chemicals Inspector
Agri-Engineer
Agri-Journalist
Agicultural Agent
Botanist
Coal Miner
Farm Business Manager
Farmer
Florist
Forester
Grain Elevator Manager
Greenhouse Proprietor
Livestock Buyer
Lumberjack
Meteorologist
Nursery Worker
Oil Rigger
Ornamental Horticulturist
Park Worker
Rancher
Sales Representative
Soil Conservationist
Soil Tester
Tree Surgeon
Vocational Agriculture Instructor

Business and Office

Accountant
Adding Machine Operator
Bank Clerk
Bookkeeping Clerk
Calculating-Machine Operator
Computer Equipment Operator
Duplicating Machine Operator
File Clerk
Key-Punch Operator
Library Technician
Office Machine Serviceperson
Office Manager
Personnel Assistant
Receptionist
Secretary
Stenographer
Systems Analyst
Teacher of Business Education
Telephone Operator
Travel Agent
Typist

Communications & Media

Announcer
Commercial Artist
Compositor
Electrical Lineperson
Newspaper Editor
News Reporter
Photographer
Political Scientist
Printer
Printing Press Operator
Radio-TV Repairperson
Telephone Installer
Telephone Operator
Television Producer

Construction

Air-conditioning & Refrigeration Mechanic
Architect
Assistant Engineer
Bricklayer
Building Wrecker
Business Solicitor
Carpenter
Construction Engineer
Construction Worker
Contractor
Draftsperson
Electrician
Estimator
Expeditor
Floor Layer
Heavy Equipment Operator
Job Superintendent
Mathematical Technician
Millwright
Office Worker
Painter
Plasterer
Plumber
Project Manager
Purchasing Agent
Sheet Metal Worker
Tile Setter
Welder

Consumer and Homemaking-Related

Bridal Consultant
Buyer
Cafeteria Worker
Caterer
Domestic Engineer
Fashion Designer
4-H Agent
Garment Worker
Home Economist
Interior Designer & Decorator
Manager of Home for Aged
Newspaper Columnist
Nutritionist

Environmental Control

Fish & Wildlife Specialist
Forester
Forestry Technician
Game Warden
Industrial Meteorologist
Marine Life Technician
Nuclear Engineer
Nuclear Scientist
Nuclear Technician
Physicist

Fine Arts & Humanities

Actor
Art Dealer
Artist
Composer
Dramatic Coach
Makeup Artist
Musician
Orchestral Conductor
Sculptor
Singer
Stage Hand
Teacher
Writer

Health

Chemical Technician
Chemist
Dental Assistant
Dentist
Dietitian
Hospital Administrator
Lab Technician
Medical Assistant
Medical Supply Representative
Nuclear Medical Technologist
Nurse (R.N.)
Occupational Therapist
Optometrist
Pharmacist
Physical Therapist
Physician
Practical Nurse
Surgeon
Technical Librarian
Veterinarian
X-ray Technician

Hospitality & Recreation

Bellhop
Cook & Chef

Food Service Worker
Hotel Clerk
Hotel Manager
Jockey
Lifeguard
Parking Lot Attendant
Playground Director
Professional Athlete
Recreation Director
Tour Guide
Waiter
Waitress

Manufacturing

Bookbinder
Coremaker
Engineer
Industrial Designer
Industrial Engineering Technician
Machine Operator
Machinist
Manufacturers' Representative
Manufacturers' Service Representative
Marketing Analyst
Mathematical Technician
Molder
Operating Engineer
Pattern Maker
Pipe Fitter
Process & Product Inspector
Tool & Die Maker

Marine Science

Aquaculture Technician
Aquarist
Deck Support Technician
Deep Sea Diver
Estuarine Research Assistant
Fish Hatchery Manager
Fisheries Management Specialist
Limnology Laboratory Technician
Marine Biologist
Marine Biology Technician
Marine Engineering Technician
Marine Pollution Research Assistant
Marine Products Salesperson
Marine Quality Control Technician
Oceanographer
Oceanographic Instrumentation Technician
Oceanographic Laboratory Technician
Private Owner of Fish Farm
Scientific Support Party Chief
Sea Duty Technician
Senior Conservation Technician
Teacher
Underwater Technician

Marketing & Distribution

Account Executive
Advertising Copywriter
Advertising Manager
Broker
Cashier
Grocery Checker
Messenger
Purchasing Agent
Sales Clerk
Salesperson
Sales Manager
Stock Person
Teller
Wholesaler

Personal Services

Barber
Beauty Operator
Bell Captain
Building Custodian
Cook and Chef
Cosmetologist
Dry Cleaner
FBI Agent
Firefighter
Funeral Director
Hospital Attendant
Hotel Housekeeper
Assistant Housekeeper
Insurance Agent
Laundry Laborer
Locksmith
Meat Cutter
Model
Practical Nurse & Auxiliary Nursing Worker
Private Household Worker
Shoe Repairperson

Public Services

Animal Shelter Operator
Clergyperson
Corrections Officer
Diplomat
FBI Agent
Firefighter
Guidance Counselor
Judge
Lawyer
Librarian
Military Officer
Police Officer
Politician
Professor
Social Worker

Transportation

Airplane Dispatcher
Airplane Mechanic
Airplane Attendant
Air Traffic Controller
Automobile-Body Repairperson
Automobile Mechanic
Bus Driver
City Planner
Deckhand
Diesel Mechanic
Ground Radio Operator & Teletypist
Insurance Salesperson
Navigator
Pilot & Copilot
Public Relations Manager
Service Station Attendant
Taxi Driver
Ticket Agent
Traffic Engineer
Truck Driver

Day 8-9 - Frederick County Career Objective: 2.2.2, 2.2.3, 2.2.5, 2.3.2, 2.3.3, 2.4.4
MSDE Project Basic Objective: 4.4.1.4

Activities:

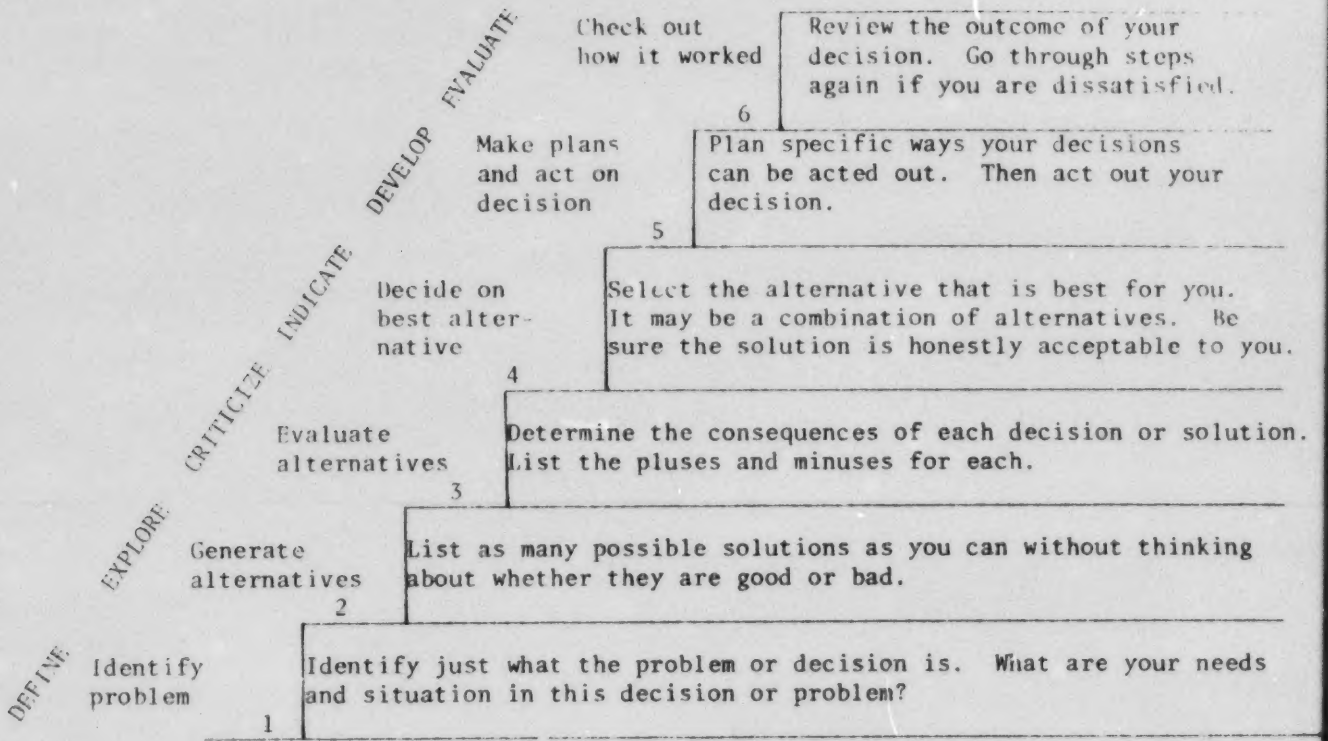
1. Introduce decision-making process.
   (3 student handouts follow)
2. Quiz students on the 6 steps of decision-making and the definitions of those steps.

Optional Materials:

1. JOBS: Seeking, Finding, Keeping #6
   "Decisions"
2. SFK Teachers Manual Supporting Materials:
   - pg. 34 Decision-making process
   - pg. 35 Case Studies: Career Decision-Making
   - pg. 37 Dan: Decision-Making

*** It is recommended that you interrupt the interest surveys with activities such as the decision-making process to maintain a high interest level.

STEPS IN DECISION-MAKING


EVALUATE
DEVELOP
INDICATE
CRITICIZE
EXPLORE
DEFINE
Check out how it worked
Review the outcome of your decision. Go through steps again if you are dissatisfied.
6
Make plans and act on decision
Plan specific ways your decisions can be acted out. Then act out your decision.
5
Decide on best alternative
Select the alternative that is best for you. It may be a combination of alternatives. Be sure the solution is honestly acceptable to you.
4
Evaluate alternatives
Determine the consequences of each decision or solution. List the pluses and minuses for each.
3
Generate alternatives
List as many possible solutions as you can without thinking about whether they are good or bad.
2
Identify problem
Identify just what the problem or decision is. What are your needs and situation in this decision or problem?
1

Steps in Decision Making

Problem: Several of your friends are going to register for a particular course. The course meets only during the second period of the day. You would like to be with them, but you do not need the course for graduation. Another course you would like to take also meets during second period.

What do you do?

---

1. DEFINE: What is the problem? 1. _____
2. EVALUATE: What different things might I do? (alternatives) 2. _____
3. CRITICIZE: What might happen if I do each of these things? (evaluate consequences) 3. _____
4. INDICATE: What is the best alternate? 4. _____
5. DEVELOP: What is my plan of action? 5. _____
6. EVALUATE: Did my plan work? 6. _____

Using the six decision-making steps, solve the problem you indicated earlier.

---

1. DEFINE: What is the problem? 1. _____
2. EVALUATE: What different things might I do? (alternatives) 2. _____
3. CRITICIZE: What might happen if I do each of these things? (evaluate consequences) 3. _____
4. INDICATE: What is the best alternative? 4. _____
5. DEVELOP: What is my plan of action? 5. _____
6. EVALUATE: Did my plan work? 6. _____

Labeling and Sequencing the Six Steps of Decision Making

Directions: Read carefully each of the descriptions of the steps in decision making. Match each description with the appropriate label by placing the letter of the label beside the description. Then write the steps in the correct order on the bottom of the page.

	Description	Label
____	Review the outcome of decision. Go through steps again if you are dissatisfied.	a) Make plans and act on decisions.
____	Plan specific ways your decision can be acted out. Act out your decision.	b) Evaluate alternatives
____	Determine the consequences of each decision or solution. List the pluses and minuses for each.	c) Identify problem
____	Identify just what the problem or decision is. What are your needs and the situation for this decision or problem.	d) Check out how it worked
____	List as many possible solutions as you can without thinking about whether they are good or bad.	e) Generate alternatives
____	Select the alternative that is best for you. It may be a combination of alternatives. Be sure the solution is honestly acceptable to you.	f) Decide on best

The Six Steps in order are:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Day 10-11 - Frederick County Career Objectives: 2.2.6
MSDE Project Basic Objective: 4.4.1.20

Activities:

1. Have students complete COIN scan sheets. These directly correlate with the computer software (COIN floppy disk for the computer which can be used later.)

Suggestions:

Put a diagram of the COIN PROFILE CARD (yellow, red, green color) from the scan sheet on the board and go through the steps with the students.*

* The fiche location digits direct you to the proper microfilm card which contains information on that job.

** Note: Compare the choices from the COIN scan sheet with the choices from the career log of the VIESA or other survey to eliminate any duplications of careers.

RECORD INFORMATION ABOUT YOUR MATCHES BELOW

COIN #	TITLE	FICHE LOCATION

RECORD CHOICES HERE 1

RANK CHOICES HERE

COIN PROFILE CARD

coin Coordinated Occupational Information Network

1230 W. Wooster, Bowling Green, Ohio 43402

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COIN OCCUPATIONAL PROFILE

THIS IS NOT A TEST: THERE ARE NO RIGHT OR WRONG ANSWERS.

The COIN Occupational Profile is designed to help you identify occupations that reflect your personal career goals. It will help you better understand yourself and assist you in your career selection and exploration process.

Follow the directions for each area below and record all of your responses on your COIN Profile Card above.

Below are definitions of each of the three interest areas. **Read all three** definitions carefully and then select the **ONE** cluster you would like to explore. Enter the symbol (D, P, or T) for your choice in the box above the [I] on your Profile Card.

[I] **INTERESTS** are defined in terms of workers' preferences for certain types of job activities.

I Prefer Occupations Which Primarily Involve:

D **Data:** In Data occupations you deal with information, knowledge, and ideas. You work with words, numbers, or both. Generally, you should prefer more contact with **information** than with people or things.

P **People:** In People occupations you deal with humans or occasionally animals. Generally, you should prefer more contact with **people** than with data (information) or things.

T **Things:** In Things occupations you work with machines, tools, materials, and equipment. Generally, you should prefer more contact with **things** than with data (information) or people.

Read the specification for each of the working conditions carefully. Select the **ONE** that matches your preference and enter the symbol for your choice in the box above the [W] on your Profile Card.

[W] **WORKING CONDITIONS** are defined in terms of the physical surroundings (environment) in which workers perform job tasks.

I Prefer Occupations Which Usually Involve:

I **Inside working conditions:** With protection from weather conditions but not necessarily from temperature changes.

O **Outside working conditions:** With no apparent protection from weather.

B **Both inside & outside working conditions:** With job activities inside and outside in nearly equal amounts.

Review the description of each of the career clusters carefully. Select the **ONE** that matches your preference and enter the symbol for your choice in the box above the [C] on your Profile Card.

[C] **CAREER CLUSTERS** are defined in terms of the broad career fields in which persons may be employed.

I Prefer To Work In One Of The Following Career Clusters:

M **Manufacturing Occupations**—concerned with the changing of raw materials into useful products.

B **Business & Office Occupations**—concerned with the organizational, administrative and general operation of governments, industries and businesses.

P **Personal Service Occupations**—concerned with meeting the needs of individuals by providing household, food, cleaning, personal, or protective services.

E **Education Occupations**—concerned with helping individuals develop skills and acquire knowledge.

L **Sales Occupations**—concerned with the selling or marketing of products and/or services.

C **Construction Occupations**—concerned with the building and maintenance of various types of structures.

T **Transportation Occupations**—concerned with the movement of people and/or goods.

A **Agricultural Occupations**—concerned with conservation and the production, marketing, or servicing of agricultural products.

R **Repairers & Mechanics**—concerned with the servicing and/or repairing of machines or products.

H **Health Occupations**—concerned with the providing of services and/or products relating to the health of people or animals.

S **Social Science Occupations**—concerned with the study of societies and/or the delivery of a variety of social or religious services.

D **Design, Communication and Art Occupations**—concerned with the creation and/or transfer of ideas or information.

N **Science & Technical Occupations**—concerned with solving problems, developing innovations, or providing scientific or technical services.

(Continue by reviewing the remaining sections and recording all responses on your COIN Profile Card on the front side.)

Review the description of each of the education and training levels carefully. Select **ONE** or **TWO** levels that match your plans and enter the symbol(s) for your choice(s) in the boxes above the [E] on your Profile Card.

[E] **EDUCATION** levels are defined in terms of the normal training needed.

I Prefer Occupations That Have Entry Levels Which:

- **L** Do not require a high school diploma
- **O** Require On-the-job training (OJT) from an employer (may or may not demand a high school diploma or GED)
- **D** Require a high school Diploma or GED
- **V** Require a high school diploma with specific Vocational classes
- **T** Require junior, Technical, or community college education (one to three years of education beyond high school)
- **A** Require training in an Apprenticeship program (three to four years)
- **B** Require a Bachelor's degree (four years of college education)
- **M** Require a Master's degree (five to six years of college education)
- **P** Require a Professional degree in such areas as law, medicine, and theology or a Ph.D. (seven to ten years of college education)

Read the specifications for each of the physical strength categories carefully. Select the **ONE** category you prefer and enter the symbol for your choice above the [P] on your Profile Card.

[P] **PHYSICAL STRENGTHS** are defined in terms of the lifting/carrying activities.

I Prefer Work Situations Which Require The Following Levels Of Physical Strength:

- **L** **Light work:** Occupations which require the worker to lift no more than 20 pounds with frequent lifting and/or carrying of objects weighing up to 10 pounds.
- **M** **Medium work:** Occupations which require the worker to lift no more than 50 pounds with frequent lifting and/or carrying of objects weighing up to 25 pounds.
- **H** **Heavy work:** Occupations which require the worker to lift objects weighing over 50 pounds with frequent lifting and/or carrying objects weighing over 25 pounds.

Read the definition for each of the five physical demands carefully. Select **ONE or MORE** of these activities which you **DO NOT** want to perform and enter the symbol(s) for your choice(s) in the boxes above the [D] on your Profile Card.

[D] **PHYSICAL DEMANDS** are defined in terms of the physical activities related to performing certain job duties.

I Prefer Occupations Which DO NOT REQUIRE The Worker To:

- **C** **Climb/balance:** Climb poles, scaffolds, stairs or ramps, using feet and legs and/or hands and arms.
- **H** **Handle, reach, finger/feel:** Extend the hands and arms, grab objects and perceive the texture, shape and size of objects.
- **K** **Kneel, stoop/crouch:** Bend body and legs, while moving about on hands, knees or feet.
- **S** **See:** Perform activities that involve good eyesight.
- **T** **Talk/hear:** Express or exchange ideas by means of spoken language or recognize sounds.

Review the six salary ranges. Select the **ONE** salary range which matches your preference and enter the symbol for your choice above the [S] on your Profile Card.

[S] **SALARY** ranges are defined in terms of the average yearly income for persons currently employed in specific occupations.

I Prefer Occupations In Which The Average Annual Salary Ranges Between:

- **A** $5,000 and $8,999
- **B** $9,000 and $12,999
- **C** $13,000 and $16,999
- **D** $17,000 and $20,999
- **E** $21,000 and $24,999
- **F** $25,000 and beyond

RANK YOUR CHOICES (1=most important, through [illegible])

MICROFICHE SYSTEMS USERS—Review each of the seven areas and rank the four most important to you by placing the numbers (1 thru 4) in the appropriate boxes in row two on your Profile Card.

COMPUTER SYSTEMS USERS—Review each of the seven areas and rank them in order of their importance to you by placing the numbers (1 thru 7) in the boxes in row two on your Profile Card.

[redacted]

MICROFICHE SYSTEM USERS—Contact your COIN Coordinator for instructions and Scan Sheets.

COMPUTER SYSTEM USERS—Take your Profile Card to a terminal linked to the COIN system and, following the instructions at the terminal, enter your choices.

Day 12 - Frederick County Career Objectives: 2.2.7, 2.3.1, 2.6.3

Nontraditional Job Roles

Activities:

1. Have students complete the workforce quiz.
2. Discuss the possibilities of nontraditional career choices. (Nontraditional according to sex, minority, and handicap.)
3. Discuss the answers to the workforce quiz.
4. Show Free to Be You and Me
   (16 mm movie - should be ordered from IMC early)

* Although there is only one day set aside for this, the theme of nontraditional careers should be integrated throughout the entire 9 week period and supplemental resources for the teacher follow.

THE WORKFORCE QUIZ

FEMALE AND MALE PARTICIPATION IN THE PAID WORKFORCE

DIRECTIONS: These multiple choice questions are designed to help you assess your knowledge of females' and males' participation in the paid workforce and in vocational education programs. Following each, select the alternative you believe is correct, and write its letter in the blank to the right of your statement.

1. Women make up _____ of the nation's paid workforce. b

   a. 26% b. 43% c. 54%

2. For every $1.00 men earn, women earn _____. c

   a. 95¢ b. 76¢ c. 59¢

3. _____ of American men between the ages of 18 and 64 are employed outside the home. c

   a. 70% b. 85% c. 91%

4. _____ of American women between the ages of 18 and 64 are employed outside the home. a

   a. 62% b. 48% c. 34%

5. _____% of all children under age 18 have mothers in the labor force. a

   a. 55% b. 42% c. 31%

6. Out of every ten employed women, _____ are employed full-time. c

   a. 1 b. 5.2 c. 7.5 d. 9

7. Out of every ten employed men, _____ are employed full-time. d

   a. 5 b. 7 c. 8 d. 9

8. The typical young woman in high school today can expect to spend _____ years in the paid workforce. d

   a. 7 b. 17 c. 26 d. 34

June, 1983

9. The typical young man in high school today can expect to work for pay outside the home for _____ years. c

a. 20 b. 36 c. 41 d. 52

10. Out of every 10 young women in high school today, _____ will work for pay outside their homes at some point in their lives. a

a. 9 b. 7.4 c. 5

11. In _____% of all husband-wife families, both partners hold paid jobs. c

a. 37% b. 51% c. 62%

12. The median income of full-time working women with four years of college is _____ that of men who have completed eight years of elementary school. c

a. greater than b. the same as c. less than

13. The difference between the average yearly incomes of male and female workers has _____ over the past 20 years. a

a. increased b. decreased c. remained the same

14. About _____ out of 10 adult women in the paid workforce are either single, widowed, divorced, separated from their husbands, or have husbands whose earnings are less than $15,000/year. b

a. 4 b. 7 c. 8

15. Women workers are absent from work _____ male workers. c

a. more than b. less than c. as often as

16. In 1977, the average earnings of white males and females and minority females and males were distributed from highest to lowest in the following order: b

a. white males, white females, minority females, minority males
b. white males, minority males, white females, minority females
c. white males, minority females, white females, minority males

17. Of all clerical workers, _____% are women. d

a. 25 b. 40 c. 56 d. 80

Sources: U.S. Department of Labor, Bureau of Labor Statistics;
U.S. Department of Commerce, Bureau of the Census;
U.S. Department of Labor, Women's Bureau;
U.S. Department of Health and Human Services

THE WORKFORCE QUIZ

FEMALE AND MALE PARTICIPATION IN THE PAID WORKFORCE

DIRECTIONS: These multiple choice questions are designed to help you assess your knowledge of females' and males' participation in the paid workforce and in vocational education programs. Following each, select the alternative you believe is correct, and write its letter in the blank to the right of your statement.

	Pretest	Post-test
1. Women make up _____ of the nation's paid workforce. a. 26% b. 43% c. 54%		
2. For every $1.00 men earn, women earn _____. a. 95¢ b. 76¢ c. 59¢		
3. _____ of American men between the ages of 18 and 64 are employed outside the home. a. 70% b. 85% c. 91%		
4. _____ of American women between the ages of 18 and 64 are employed outside the home. a. 62% b. 48% c. 34%		
5. _____% of all children under age 18 have mothers in the labor force. a. 55% b. 42% c. 31%		
6. Out of every ten employed women, _____ are employed full-time. a. 1 b. 5.2 c. 7.5 d. 9		
7. Out of every ten employed men, _____ are employed full-time. a. 5 b. 7 c. 8 d. 9		
8. The typical young woman in high school today can expect to spend _____ years in the paid workforce. a. 7 b. 17 c. 26 d. 34		

June, 1983

Pretest | Post-test

9. The typical young man in high school today can expect to work for pay outside the home for _____ years. _____

   a. 20 b. 36 c. 41 d. 52

10. Out of every 10 young women in high school today, _____ will work for pay outside their homes at some point in their lives. _____

    a. 9 b. 7.4 c. 5

11. In _____% of all husband-wife families, both partners hold paid jobs. _____

    a. 37% b. 51% c. 62%

12. The median income of full-time working women with four years of college is _____ that of men who have completed eight years of elementary school. _____

    a. greater than b. the same as c. less than

13. The difference between the average yearly incomes of male and female workers has _____ over the past 20 years. _____

    a. increased b. decreased c. remained the same

14. About _____ out of 10 adult women in the paid workforce are either single, widowed, divorced, separated from their husbands, or have husbands whose earnings are less than $15,000/year. _____

    a. 4 b. 7 c. 8

15. Women workers are absent from work _____ male workers. _____

    a. more than b. less than c. as often as

16. In 1977, the average earnings of white males and females and minority females and males were distributed from highest to lowest in the following order: _____

    a. white males, white females, minority females, minority males
    b. white males, minority males, white females, minority females
    c. white males, minority females, white females, minority males

17. Of all clerical workers, _____% are women. _____

    a. 25 b. 40 c. 56 d. 80

Sources: U.S. Department of Labor, Bureau of Labor Statistics;
U.S. Department of Commerce, Bureau of the Census;
U.S. Department of Labor, Women's Bureau;
U.S. Department of Health and Human Services

Women's Work: Undervalued, Underpaid

A Fact Sheet on Comparable Worth

In 1980 full-time women workers had average annual earnings of $7,415 less than men.

Women working full-time in 1980 had average annual earnings of $11,197, while men's earnings averaged $18,612. Women made 60.2¢ to every dollar made by men.

	Annual earnings		Women's earnings as
	Women	Men	percent of men's
1955	$ 2,719	$ 4,252	63.9%
1960	3,293	5,417	60.8%
1965	3,823	6,375	60.0%
1970	5,323	8,966	59.4%
1975	7,504	12,758	58.8%
1980	11,197	18,612	60.2%

Hispanic women had the lowest income of any racial-ethnic group in 1980. Their income was half of white males'. In 1980, the average annual earnings for men and women by race were:

		Percent of White Male's
White Males	$19,157	100. %
Hispanic Males	13,558	70.8%
Black Males	13,547	70.7%
White Females	11,277	58.9%
Black Females	10,672	55.7%
Hispanic Females	9,679	50.5%

Of women in the workforce in 1980, nearly 80% were in clerical, sales, service, factory, or plant jobs.

The segregation of female workers into low-paying, dead end jobs is a major cause of the wage gap between men and women. According to the Department of Labor, women workers in 1980 were divided into the following occupational categories:

Professional-technical	15.9%
Managerial-administrative (except farm)	6.8%
Sales	7.0%
Clerical	33.7%
Craft	1.8%
Operative (including transport)	20.7%
Nonfarm laborers	1.3%
Service (except private household)	18.3%
Private household	3.0%
Farm	1.0%

When women work at the same jobs as men, women still earn less money.

A 1981 Labor Department study comparing the weekly earnings of full-time men and women workers in 100 occupations found that in all 100 occupations, women made less money than men.

Occupation	Women's earnings as percent of men's
Bookkeeper	69.4%
Clerical worker	68.3%
Computer programmer	73.6%
Cook	73.4%
Freight handler	78.0%
Lawyer	71.0%
Office Manager	65.5%
Social worker	79.9%

Women's jobs have less value in the marketplace than men's jobs.

Occupational segregation causes women's work to be undervalued and underpaid.

	1981 Average annual income
Teacher's aide	$ 8,652
Truck driver	$16,380
Secretary	$11,908
Warehouse laborer	$14,040
Pre-kindergarten & kindergarten teacher	$13,728
Mail carrier	$21,216
Registered nurse	$17,212
Brick layer	$20,852
Bank teller	$9,776
Stock clerk	$15,808

Of the 40¢ wage gap between women and men workers, 20¢-30¢ is attributable to sex discrimination.

Studies have shown that differences in the [illegible] responsibility that men and women bring to their jobs account for only a small portion of the wage gap. The rest is attributable to sex discrimination.

Wage discrimination persists despite federal legislation: Title VII of the Civil Rights Act of 1964 and the Equal Pay Act.

Title VII outlaws all discriminatory employment practices, including wage discrimination. It was passed one year after the Equal Pay Act to provide broad discretionary relief. In contrast, the Equal Pay Act has a much more limited purpose: it prohibits wage discrimination only when women and men are doing equal work, a concept that has been narrowly interpreted. The Equal Employment Opportunity Commission (EEOC) is the federal agency that enforces these laws.

The concept of comparable worth has been accepted internationally for the past 30 years.

In 1951, at the International Labor Organization Conference in Rome, 80 countries passed a resolution supporting comparable worth. Since that time, some countries have passed legislation to support the concept. Like other nations, the United States has begun to recognize the fairness of equal pay for jobs of equal value. However, practical strategies have not been widely implemented to end this form of sex discrimination. As a result, working women continue to earn 40 percent less than men.

Job evaluation systems can help bring order and equality to the wage-setting process.

The results of a 1976 job evaluation study in the state of Washington showed a 20% wage gap between men and women employees who had the same number of job evaluation points. Though not impervious to bias and sex-role stereotyping, job evaluation systems have proven useful in illuminating cases of sex-biased wage discrimination.

Reference sources:

AFL-CIO

Bureau of Labor Statistics and Women's Bureau, U.S. Department of Labor

U.S. Census Bureau

"Women, Work and Wages," National Academy of Sciences, National Academy Press 1981

WOMEN AT WORK

ABOUT THE COMMISSION...

The National Commission on Working Women is a non-governmental, action-oriented body. It was created to focus on the needs and concerns of that approximate 80% of women in the workforce who are concentrated in low-paying, low-status jobs in service industries, clerical occupations, retail stores, factories and plants.

Commission members are women and men representing business, labor, the Congress, the media, academia and working women themselves.

As a group, women in the 80's face [illegible] and on [illegible]. They [illegible] they can turn for help, nor are they in touch with policy-makers. The Commission aims to fill this gap by exploring and publicizing the problems and needs of working women through state and local dialogues, action programs designed to help solve these problems in innovative ways, an overall public awareness campaign, and the development of [illegible] recommendations concerning the conditions of women in the workforce.

Women And Men In The Paid Work Force: Checking Your Knowledge

How much did you know about women and men in the paid work force? Compare your answers to the following facts.

Women are joining men in the paid work force in ever-increasing numbers.

- By the year 2,000, if not before, men and women will be participating in the paid work force in approximately equal numbers; today women are 41 percent of the paid work force.
- The average young woman today can expect to work outside her home for 22.9 years. She will be in the paid work force for:
  - —40 years if she is single
  - —30 years if she marries but has no children
  - —between 15 and 25 years if she has children, depending on the number of children that she has

  The average young man today can expect to be in the paid work force for 42 years.
- Fifty-four percent of all American women between ages 18 and 64 are employed for pay outside the home; for American men of the same age group, the percentage is 91.
- 9 out of 10 young women now in high school will work for pay at some time in their lives; 6 out of 10 will work full-time outside their homes for at least 30 years.
- 47 percent of all married couples in the United States are now composed of a husband and a wife both working for pay outside the home.
- Mothers of children under six years of age are entering the work force at a more rapid rate than any other group: nearly 40 percent of mothers with children under six now work for pay outside the home.

Women, like men, are working for pay because of economic need.

- 68 percent of all women working for pay today work for economic need; they support themselves or their families, or they supplement the incomes of husbands who earn $9,000 or less a year.
- 4 out of 10 young women now in high school will become heads of families; they may be entirely responsible for their own financial support and for the support of their children.

In spite of their numbers and their economic need, women in the paid work force are concentrated in low-paying "women's jobs."

- Women working for pay full-time year round earn only 57¢ for every dollar that men earn; the difference between the average yearly incomes of males and females working for pay has increased over the past 20 years.
- In 1973, the median income of females employed full-time year round was $6,488, while the median income of males employed full-time year round was $11,306.
- The median earnings of employed women with four years of college education are less than those of employed men with eight years of education.
- Women and men tend to be concentrated in different occupational groups. For example:
  - —14% of all employed men work as managers or administrators; only 5% of all employed women hold these jobs
  - —35% of all employed women work in clerical occupations; 7% of employed males work in clerical positions
  - —20% of all men in the paid work force are employed as skilled crafts workers; less than 1% of women in the work force are employed in crafts occupations
  - —18% of all employed women are employed as service workers; only 9% of males in the labor force do service work

FOR TEACHER RESOURCE ONLY

- The largest number of employed women work in clerical occupations; the average yearly salary of women in clerical jobs is $6,827. The next largest group of women are employed as service workers; their average yearly income is $5,046. The largest number of men are employed as craft workers; their average yearly earnings are $12,028. The second largest group of men are employed as operatives; their average yearly earnings are $10,176.

- Even in those occupational groups which employ similar numbers of women and men, women are concentrated in lower-paying jobs. For example, 7% of all employed women and 6% of all employed men work as salesworkers. Women salesworkers are most often employed in retail jobs; they earn an average of $5,168 a year. Men are most often employed in wholesale and industrial sales; their earnings average $12,523 a year.

Minority women are more likely than white women to be in the paid work force and minority workers of both sexes are more likely than white workers of their sex to be concentrated in low-paying occupations.

- In the past, minority women have had much higher rates of participation in the paid work force than white women; Black women have the longest history of work force participation of any group of women.

- Today, although rates of labor force participation by minority women vary among the different minority groups, minority women are more likely than white women to be employed for pay outside their homes.

- Minority women are less likely than white women to be employed in white collar jobs and more likely to be employed in blue collar or service jobs.

- Minority women have the lowest average incomes of all workers; the average yearly income of white males and females and minority males and females employed on a full-time year-round basis is as follows:

white males	$11,633
minority males	8,363
white females	6,844
minority females	5,772

The different paid work patterns of women and men are generally not the result of basic differences in ability; they result primarily from sex stereotyping and sex discrimination and they can be changed.

- Research shows that there are few basic differences in job-related abilities between females and males. The few differences which have been found do not seem to be important enough to make persons of one sex consistently better suited for particular jobs than persons of the other. Although most males are stronger than most females and may be better able to do jobs requiring great physical strength, the number of these jobs is rapidly decreasing. Most of the 35,000 occupations in today's work force can be done by either females or males.

- Women and men learn different work goals as a result of sex stereotyping; they learn to believe that only certain jobs are right for females and that other jobs are right for males. Sex stereotypes influence the ways in which many females and males prepare themselves for jobs or careers, and the jobs or careers in which they seek employment.

- Employers sometimes hire workers based on stereotyped ideas; they sometimes refuse to hire qualified persons in jobs which are not traditional for their sex (or race), or they sometimes pay employees of one sex less than the other for the same work. This is discrimination and it is now illegal.

Women And Men In The Paid Work Force: What Do The Facts Mean For Your Life?

How do all these facts relate to you? What do they have to do with your interests? With taking vocational education courses which are not traditional for your sex? With your life?

These facts mean that:

If you are female, you should know that

- whether or not you marry or have children, you will probably be working for pay outside your home for a large part of your life
- you may need to work to support yourself or your children, or to contribute to your family's income
- unless you prepare for paid work by deciding on an occupation which interests you and obtaining the education and training you need to prepare for it, you are more likely than a male to be limited to low-paying jobs which may not be interesting to you or provide you much chance for advancement

If you are male, you should know that

- if you marry, you may not be the only person in your family who works for pay outside your home; you are likely to have a wife who works to contribute to the economic support of your family
- as women move into the paid work force, men are likely to need to do more of the work in the home — you may need to assume responsibilities for cooking, cleaning, or caring for children
- one benefit of women's movement into the paid work force is that as women have looked for jobs which may not be traditional for them, so men have begun to move into jobs which have been traditionally female; there are new opportunities in jobs which used to be "for women only" which may fit your interests and needs

(Action for Vocational Equity)

Whether you are female or male, you should know that

- traditional ideas of "feminine work" (inside the home) and "masculine work" (supporting the family economically) are no longer realistic; both females and males now work for pay outside their homes
- traditional ideas of "women's occupations" and "men's occupations" limit everyone's choices; most work in the paid work force can be done by persons of either sex who prepare and train to do it
- you should consider the full range of paid work opportunities which are open to you, both those that are traditional for your sex and those which are nontraditonal; you should select your career based on your interests, your abilities, and your needs rather than on the basis of sex stereotypes
- you should investigate the education programs which can help you prepare for the work you choose; vocational education programs which are not traditional for your sex may be one way to prepare for the paid work you would like to do
- it is your legal right to receive fair consideration for any job or training program for which you are qualified; although sex stereotyping and discrimination still exist in the paid work force and in education programs, you can change them — the law is on your side

Protecting Your Rights: Identifying Possible Discrimination in Your School

Sometimes illegal discrimination isn't limited to examples on a printed page — sometimes it can exist in your own school or community. It may be present without anyone intending it, but even if it's unintended it may limit your opportunities or the opportunities of other people around you. To protect your opportunities, you should work to become aware of the ways in which people in your school or your community may be discriminated against or treated differently due to sex, race, or handicap. Identifying discrimination is the first step in correcting it.

Some of the questions you might use to identify sex discrimination in vocational education and student employment practices in your school are listed below. (You may ask similar questions to identify discrimination based on race or handicap.)

*** Is There Sex Discrimination in Your School? ***

The following questions apply to all vocational education courses or programs:

- Are graduation requirements the same for females and males?
- Do course descriptions or catalogues make it clear that all courses are open to students of both sexes?
- Are female and male students assigned to vocational education course sections or groupings on a coeducational basis?
- Are classroom assignments and requirements made on the basis of the interests or needs of students rather than on the basis of sex?
- Are female and male students evaluated in the same ways on course and classroom performance?
- Do all counselors encourage all students to make course and personal decisions on the basis of their individual abilities, interests, and values rather than on the basis of sex?
- Are on-the-job training assignments made without regard to sex of the student?
- Are all school listings of jobs or referrals of students to employers made without regard to sex?
- Are all benefits (insurance, scholarships, awards) available to female and male students on an equal basis?
- Are extracurricular activities or school-sponsored events open equally to female and male students?

FOR TEACHER RESOURCE ONLY

Paid Work: What's Right For You?

How should you make decisions about the work that you will do for pay? Making decisions can be a complicated process — sometimes it's hard to know where to begin.

Think back for a minute on the students who talked about why they were taking vocational education courses nontraditional for their sex — Angie, Joe, Zakiya, Walter, and Tanya.

Which ones have made career decisions?

Which one(s) seemed to have made the best decision(s) about their careers or the work that they would do for pay?

What seemed to be the steps they used in making their decisions?

What factors seemed to be important to them in making their decisions?

Were there any differences in the factors which were important to the females and the males?

Whether you are female or male, as you make career decisions, it's a good idea to do the following:

- **identify your general occupational interests — the types of activities, working conditions, and rewards you would like from your occupation**
- **explore a variety of occupations that might fit your interests and needs — both occupations which are traditional for your sex and those which are nontraditional**
- **get as much specific information about several different occupational choices as you can and then compare them — compare the activities, pay, qualifications, and benefits of each choice**
- **consider the way various occupations or careers mesh with your other interests and goals in life**

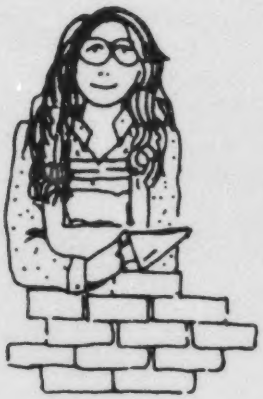
Going through these steps can help you to make occupational and career decisions which are right for you — they can keep you from "falling into" jobs just because they seem right for the "average female" or the "average male." On the following pages are some suggestions that can help you begin.

FOR TEACHER RESOURCE ONLY

These questions apply only to those situations in which a district/area has a separate school of vocational education:

- Are admissions requirements to schools of vocational education the same for females and males?
- Are all admissions decisions made without reference to any rule which considers the marital or family status of females without making similar reference to the marital status or family status of males?
- Are admissions forms or inquiries free from questions about the marital or family status of applicants?
- Are recruitment efforts of vocational education schools made without regard to sex?

If your answer to any of the questions is "no," your school may be in violation of Title IX. If you think this may be true, you need to begin to think of the actions which may be taken to correct the situation.



FOR TEACHER RESOURCE ONLY

TRY IT, YOU'LL LIKE IT! (Action for Vocational Equity)

DISCRIMINATION PROHIBITED — No person in the United States, shall on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance, or be so treated on the basis of sex under most education programs or activities receiving Federal assistance.

FOR TEACHER RESOURCE ONLY

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Guidelines for the Creative Use of Biased Materials in a Non-Biased Way

Reprinted by the Maryland Vocational Curriculum Production Project
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TITLE PAGE

The research reported herein was performed to a contract No. 300760460 with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

GUIDELINES FOR THE CREATIVE USE OF BIASED MATERIALS IN A NON-BIASED WAY

A large percentage of the vocational education materials currently in use in schools and other institutions are sex-biased. That is, occupations and social roles have been defined and portrayed on the basis of sex. This bias considerably limits the scope of occupations presented to females and, to some extent, those presented to males.

Based on current and projected labor statistics and demographics, the traditional roles and occupations these materials present to women do not prepare them realistically for careers that will enable them to become self-sufficient adults, something our changing society is requiring from increasing numbers of women. And, by limiting roles and occupations on the basis of sex, many males are prevented from realizing their fullest potential. There are many undesirable ramifications of this situation for the individual and for society.

For economic reasons, and in some instances because of unavailability of non-biased materials, schools and other institutions will continue to use biased materials. The following guidelines are intended to aid vocational education teachers in recognizing and dealing with sex biases contained in these materials in such a way as to mitigate their effects. They will help prepare students more realistically for the future and aid more students in realizing their career potentials. The guidelines may also be used to help students explore their own biases, which are the result of their culture.

The guidelines were developed by Women on Words and Images from an analysis of vocational education materials conducted under a contract granted by the U.S. Office of Education, Bureau of Occupational and Adult Education. In addition to producing guidelines for the use of biased materials in a non-biased way, the purpose of this contract also was to create guidelines and a check list for sex-fair vocational education materials to be used by the publishers of these materials. The categories presented here: language, roles, personal traits, physical atributes, and illustrations which are contained in the examples used to illustrate them, were taken from the materials examined.

GU'DELINES FOR DEALING WITH LANGUAGE

- **Masculine generic forms**
  Point out the use of masculine generic terms; for example, mankind instead of humanity, manpower instead of human energy; manmade when referring to artificial or synthetic. Discuss this aspect of language with the students. Use the following questions to stimulate discussion:

  Do the female members of the class feel a part of the generic class labeled mankind?

  Why should generic male terms be used to indicate both males and females? If it is really meant to be inclusive, why not use a gender-free term such as humankind?

- **Masculine pronouns**
  Point out the use of masculine pronouns he, his, him where h_ or she, her or his, or him or her should be used. Raise the same questions as suggested above.

- **Gender nouns that denote occupations**
  Point out the use of masculine gender nouns that denote occupations; for example, businessman, middleman, fireman, policeman, salesman, foreman. Discuss these terms using questions similar to those above:

  Do female students feel excluded from occupational categories labeled businessman, salesman, foreman?

  Shouldn't we use common gender nouns such as firefighter, salesperson, or businessperson, which are non-biased and do not exclude people on the basis of sex?

- **Inconsistencies**
  Point out inconsistencies in language in the materials. This may be the result of good intentions, but reflects a lack of awareness, or in some cases, tokenism. For example, a text may begin with the statement, "Both men and women can be electricians," and then continue to refer to "the electrician . . . he." Other examples are the occasional use of she/he, but more frequently he is used; or the use of he/she with masculine occupational nouns such as policeman, fireman, etc.

- **Disparaging words**
  Point out disparaging words such as "cute secretary," "the girls in the front office," "the attractive nurse." Raise the following questions:

  Are adjectives such as cute, attractive, or beautiful, appropriate for the occupations?

  What are the students' reactions to the use of girl instead of woman?

  What are the students reactions to the use of boy in place of man? What does the phrase "the boys in the office" connote? Contrast these reactions to "the men in the office."

  Are the reactions to girl and woman different from boy and man? Do they have different connotations?

  Who might use the phrase "the girls in the office" or "the boys in the office?" Does who is using the phrase make a difference?

  Should this kind of language be used in vocational education materials? Why?

- **Avoidance of reference to gender**
  Point out instances where any reference to gender has been avoided in relation to occupations and roles; for example, "the electrician will . . .", "the plumber does . . ." While this avoids stereotypical language it is ineffective in increasing the career options presented for males and females and leaves us with the old mental images. Pointing out that gender-free terms include both males and females will help break down these stereotyped images.

  Discuss the cumulative effect of biased language:

  What effect does the constant use of sex-biased language have on students?

  How does it help shape their self-concept?

  Are males and females conditioned to think differently about themselves as a result of the cumulative effect of sex-biased language in these materials as well as elsewhere?

GUIDELINES FOR DEALING WITH ROLES

- **Stereotypical occupational roles**
  Call attention to stereotypical occupational roles. For example, are only males addressed when the materials discuss plumbers, machinists, welders, electricians, bricklayers, etc.? Are only females addressed when the materials discuss nurses, secretaries, beauticians? Discuss these occupational roles with the students. Use the following questions to stimulate the discussion.

  Is there anything required, physically or mentally, by the occupation which could not be done effectively by either sex?

  Are there currently members of both sexes in this occupation? For example, there are female telephone lineworkers, welders, plumbers, etc. Why aren't these shown in all materials dealing with these occupations?

How do the students feel about male nurses, female doctors, male secretaries, female welders, etc.? Point out that the biases they may have to these non-traditional occupational roles reflect cultural stereotypes about the sexes.

Are men seen as less masculine and women as less feminine if they choose non-traditional roles? What is masculinity? What is femininity? What does sexuality have to do with occupational roles?

- **Inconsistencies in presenting occupational roles**
  Point out and discuss any inconsistencies in the presentation of occupational roles. For example, are both male and female assembly line workers shown and only male plant supervisors? Are male secretaries shown but not female executives?

- **Leadership roles**
  Are only males shown in leadership roles? For example, are the presidents, vice presidents, and owners of businesses always male? Are police captains, shop supervisors, and office managers always male? The following questions can be used to facilitate a discussion:

  Could women, with equal training and experience, do the job just as effectively?

  Do the materials being used reflect what exists in society? If they do, should this situation continue to exist? Why? Are individuals or society losing anything from this?

- **Tokenism**
  Point out any tokenism in the material being used. Does the material only occasionally present a non-traditional occupation for either males or females? For example, does a text on the building trades present just a few occupational roles for women? Does a text dealing with the paramedical profession present only a few roles for men? Or does the material present men and women in all roles working earnestly and equally side by side?

- **Social roles**
  Are vocational choices tied to social roles? Are only women told to choose occupations that will allow them time off, and flexible schedules to accommodate raising a family? The option to do this should be presented to both sexes as a matter of choice, not prescription. Are secondary roles attributed to wives? For example, "the shopowner's wife can help the books and do the secretarial chores." Are females portrayed as possessions and dependents? For example, "after the children have grown many husbands allow their wives to go back to work," or "most married women do not need full-time jobs." Are only two-parent nuclear families shown, with father as wage earner and mother as homemaker? The area of social roles is probably the most difficult one to deal with. Most students have spent their lives in a stereotypical environment and have read many biased textbooks. Many of them do not have the confidence or inner resources to explore options on their own. The following questions explore stereotypical social roles in some biased materials, and will help students deal with their own cultural biases:

  Given the fact that 90% of the women in the U.S. work for some portion of their lives, and the number of women in the labor force is increasing every year, shouldn't women prepare for careers in which they will find satisfaction and not ones that only allow them a flexible schedule?

  Shouldn't men also be given the option of having more time to spend raising their children?

  Should the total or major responsibility for the financial support of the family always be placed on the father?

  Should women have to choose between having a career or being mothers? Does our society ask this of men? Why? Why does it seem that women know more about raising children than men? Could men develop this ability also? Would knowing this destroy their masculinity?

  If a woman chooses both to have a family and a career, is she less likely to be a good mother? Is it possible for her to do both well? What ingredients are necessary for her to be able to do both well?

  If a man chooses a less time-consuming job, or chooses to be the parent who takes time out of a career to be at home with the children, is he less masculine?

  Should women prepare themselves to be financially independent? What is the best way to do this?

  Should a husband have the right to allow or not allow his wife to return to work if she has taken time out of her career to be at home? Why?

  Should the job of homemaker be relegated by one spouse to another, or should the needs of both people be taken into account?

  What happens to a person when potential, ambition, and desire for a vocation are thwarted?

GUIDELINES FOR DEALING WITH THE PORTRAYAL OF PERSONAL TRAITS

- **Personal traits**

Point out instances where personal traits are sex-linked. For example, are the traits of independence, decisiveness, persistence, inventiveness, or creativity, expected more often of men than women? Are men portrayed as having these characteristics more often than women? Are women shown as being more vain and emotional, and less assertive and competent than men? Point out that the capacities for these qualities exist in both males and females, and that there is a need to develop positive traits in both sexes. Make a list of positive job-related traits. Ask the following questions:

Do the students see some of these as desirable only for males or only for females? Why?

Have males and females been socialized differently?

Should these traits be encouraged in all human beings?

- **Physical attributes**

Is unnecessary reference made to physical attributes, such as, the "attractive" secretary or the "good looking" vice president? If the attributes are not job-related, there is no need to mention them. Students should be made aware of these when they are sexist.

GUIDELINES FOR DEALING WITH SEX-BIASED ILLUSTRATIONS

The illustrations in vocational education materials reinforce the images presented in the text. Teachers should be aware of biases, some of them subtle but potent, that exist in many illustrations. These should be pointed out to students. They can be a concrete base from which to discuss the biases in the materials. The following are particular areas of concern.

- **Omissions**

Have either males or females been omitted from traditionally sex-stereotyped occupations? For example, the text may state that nursing is an occupation both men and women should consider as a career, but show only women in the graphics. Or a text dealing with the building trades may state that women can be electricians, plumbers, welders, etc., but show only males in these roles in the graphics. The people in these illustrations are usually shown performing the duties of a particular occupation. This is a good place to ask:

Why couldn't members of either sex do that job?

What is required physically of the person doing the job?

Since males and females come in different sizes and shapes and have varying amounts of physical strength and energy, isn't it possible there would be both males and females capable of performing jobs that require physical strength?

Do students feel that males don't have the capacities to perform traditionally female occupations, and females don't possess the ability to perform traditionally male occupations; or is it because society has said that these are unattractive or unacceptable occupational roles for males or females?

Do the students think a woman welder or electrician is less feminine than a woman salesperson or beautician? Why? You may again wish to discuss the meaning of feminity.

Do the students think a male nurse, hairdresser, or elementary school teacher is less masculine than a male truck driver? Why? You may want to have the students define masculinity again.

Should occupations be determined on the basis of sexuality or on the basis of ability, interest and desire?

- **Subordinate roles**

Are women only shown in secondary roles in the materials? For example, are executives always male and secretaries always female; is the store owner always male and the sales help female; is the job supervisor always male, etc.? Should the reverse situations be shown? Why?

- **Tokenism**

Are women and men only occasionally illustrated in non-traditional occupations? For example, one black female doctor in an illustration of a group of doctors, or one male telephone operator in a whole line of female operators. This illustrates compliance or an attempt but is not a wholehearted effort to eliminate sex bias.

- **Physical portrayal**

Are females illustrated as curvaceous, beauty queen types, and males as tall, handsome, and perfectly proportioned, instead of an array of sizes, shapes, and physical attributes that depict the population realistically?

OTHER SUGGESTIONS FOR ELIMINATING SEX BIASES IN VOCATIONAL EDUCATION

- Invite people employed in non-traditional occupations to speak to students.
- Use audio-visual and other supplementary materials that are non-biased.
- Avoid new purchases of biased materials. Some publishing companies have attempted to eliminate sex biases from materials, and some materials are more bias-free than others.
- As a teacher, be aware of the myths and realities that surround the issue and point these out to students.
- Present students with an actual picture of the work world and prepare them realistically for the changes that are occurring. Some techniques that can be employed to prepare students for these changes are:

  Discussion of the sex biases that exist in the culture, including their sources and how they are perpetuated.

  Use of case studies dealing with the problem.

  Use of role playing to get students involved at a personal level.

  Use of curriculum intended to eliminate sex biases.

- Have students develop a plan of their ideal career choice, based on the occupational requirements and their aptitudes. Have them include obstacles and difficulties they would have to overcome. Have them indicate in their plan how they would surpass the obstacles. Use this an an opportunity to support non-traditional vocational options.

Day 13 - Frederick County Career Objectives: 2.3.4, 2.3.7
MDSE Project Basic Objective: 4.1.1.14, 4.4.1.20

Activities:

1. Introduce the microcomputer with COIN program.
2. Demonstrate necessity of following directions to obtain correct career choices. *
3. Run through the program orally and visually so students can see the end result. (If a printer is available, print a hard copy; otherwise, have students record the jobs and fiche location-digits.)
4. Introduce the career exploration series (0-series, JOB-0, AG-0, BIZ-0, SCI-0, CER-0, IND-0, and DAC-0)

*JOB-0 is the introductory survey.

**Inform students of the correlation of this program and the scan sheets.

Day 14, 15, 16, 17 - MSDE Project Basic Objective: 4.4.1.20

Activities:

1. Start the class use of the computer COIN program. (Depending on the number of computers available, you may want to put the students in groups of 2-4.)
2. Concurrently, students will complete the JOB-O and will complete a choice of 2 of the Career Exploration Series (O-series).
3. Finish compiling their lists of jobs from all job surveys. Narrow them down to 8-12.

Optional Materials:

1. SFK #2 "Self-Image".
2. SFS Careers. . ., "Academic Skills".
3. SFS Careers. . ., "Education and Training".

* Be sure you have a back-up copy of your disk.

Day 18 - MSDE Project Basic Objective: 4.4.1.20

Activities:

1. Explain, locate, and demonstrate all print/non-print resources available in the career center.
2. Review thoroughly and offer hands-on experience on the resources.

* See Appendix A for list of resources suggested for a career center.

Day 19-34 - Frederick County Career Objectives: 2.3.6, 2.4.1, 2.5.2
MSDE Project Basic Objective: 4.1.1.1, 4.1.1.14, 4.1.1.15, 4.1.1.15, 4.1.1.19, 4.2.1.8, 4.4.1.20, 4.4.1.15

(3-4 school weeks)

Activities:

1. Students will spend time independently exploring the topics chosen. Exploration is based on the planning your Future Research Outline from day 2. It is recommended that students complete 8-12 outlines.
2. Intermix the following activities with the individual research. It is strongly recommended that the research not be done in one block without other activities to help motivate students.

Activities to meet requirements of MSDE Project Basic Objective:

A) Guest Speakers
   - Utilize the Career Education Resource Directory, parents, and school staff.

Optional:
   - Notetaking Outline Form for Career Guest Speakers (which follows)
   - Interview Questions (which follows)

B) Career Plans Worksheet and Occupation Interview form (which follows)
   - The Occupation Interview form is to be used by students to interview someone outside of school in a career of their choice.

C) Occupation Description Form (which follows)
   - Student will complete this for their favorite career choice.

D) Job Shadowing - Appendix B

E) Field trips
   - Frederick Community College
   - Vocational-Technical Center
   - Job sites
   - Job Services Office

F) Popeye Comic Strips if available.

G) Real World Publication

H) Oral reporting
   - Share interview information with class.

I) Filmstrips - Teacher may want to set up stations for students to individually look at filmstrips that pertain to their career.

J) Games

K) Wordfinds and crossword puzzles

Student Handout

Name _____

Date _____

Notetaking Outline Form for Career Guest Speakers

Speaker's Name _____

Speaker's Occupation _____

1. What special interests or skills do you need for your job? _____

2. What other jobs could you do with your knowledge and training? _____

3. How could I get this job — training, college, or experience? _____

   a) How many years of education are needed? _____

   b) What kinds of training courses are needed? _____

   c) Is it necessary to continue education or training? _____

      What types of courses are required? _____

   d) Are there any requirements for high grade average? _____

4. What is the range of salaries?

   a) Beginning salary _____

   b) Highest paid _____

5. Please describe a typical day. _____

6. List the good aspects of this occupation.

   1. _____ 3. _____ 5. _____

   2. _____ 4. _____ 6. _____

7. List the bad aspects of this occupation.

   1. _____ 3. _____ 5. _____

   2. _____ 4. _____ 6. _____

8. Does the job require you to live in a certain area? _____

   Please explain. _____

9. What different jobs have you had and which ones have led to the one you have now? _____

10. Why is this job important to you? _____

    What satisfaction do you get? _____

    Do you know of any qualities every person should possess to be successful in the world of work?

Interview Questions

Goal: To develop questions to be used in interviewing someone about his/her job

Materials: Chalkboard, paper, and pencil

Procedure: List on the board the following suggested question categories:

Requirements for employment (dress, education)
Job environment
Duties while on the job (special equipment)
Salary range
Feelings about the job (both positive and negative)
Job mobility (changing, promotion)
Benefits

Students should work in groups of four or five to prepare questions for each category. Each group should produce a minimum of ten questions.

Processing: Have groups share their questions. The class should then develop a composite list of questions to be used. Are your questions open ended?

Prepare a ditto of composite list of questions for student use.

CAREER PLANS

Name: _____ Date: _____

Career Field: _____

Long-Range Goals

Five year: _____

Ten year: _____

PLAN OF ACTION

Occupational Choices	Advantages	Disadvantages	Training Needed
1. _____	_____	_____	_____
_____	_____	_____	_____
2. _____	_____	_____	_____
_____	_____	_____	_____

Courses to prepare me for this job

9th grade _____

_____

10th grade _____

_____

11th grade _____

_____

12th grade _____

_____

SOURCE: ITV Teacher's Manual, pg. 27

OCCUPATION INTERVIEW FORM

Student's name _____ Interview date _____

Occupation title _____

Name of person interviewed _____

Company _____

1. Describe the duties and/or responsibilities of this occupation?

2. What hours do you usually work?

3. In your opinion, what is the future outlook of this type of occupation?

4. What education is required for this occupation?

5. What are the associations to which you belong in connection with your work?

6. What do you like most about your occupation? Least?

7. What special skills are required for this occupation?

8. Does the occupation have a regular routine or is these much variety?

9. Are there any special physical demands?

10. Is there a minimum age requirement for this occupation?

11. What previous occupations did you hold that helped prepare you for this career?

12. What occupations could you advance to from your present position?

13. How many others do you work with in your occupation?

14. Are there any special materials, equipment, tools, machinery, etc., that you have to know how to use in your occupation?

15. Do you have to use figures, reports, statistics, etc., in your occupation? How?

16. What are the fringe benefits you receive?

17. What personal qualities does a person need for this occupation?

SOURCE: ITV Teacher's Manual, pg. 26

OCCUPATION DESCRIPTION FORM

1. Explain how and why you chose this occupation.

2. Give a brief description of the occupation you have chosen.

3. What are some of the special interests you should have for this occupation?

4. What does a beginning worker in this occupation usually do?

5. What responsibilities does the worker have?

6. The demand for people in this occupation is: (circle one)
   Great Some Little None
   Why did you make this choice?

7. What is the amount of education required for this occupation?

   _____ High school or less

   _____ High school plus special training

   _____ College or graduate school

   If special training is required, list the special training needed. _____

   How long does this training take? _____

   Where can it be received? _____

   How much does it cost? _____

8. What courses will help you to be a good employee at this occupation?

9. What are the working conditions for this occupation?

10. What physical activities does the worker perform?

11. What could you expect to earn at this occupation?

Beginning salary _____

Top salary _____

12. What are the opportunities for advancement in this occupation?

13. What are the most desirable aspects of this occupation?

14. What are the least desirable aspect[illegible]his occupation?

15. To find out more about this occupation I could:

Write to: _____

_____

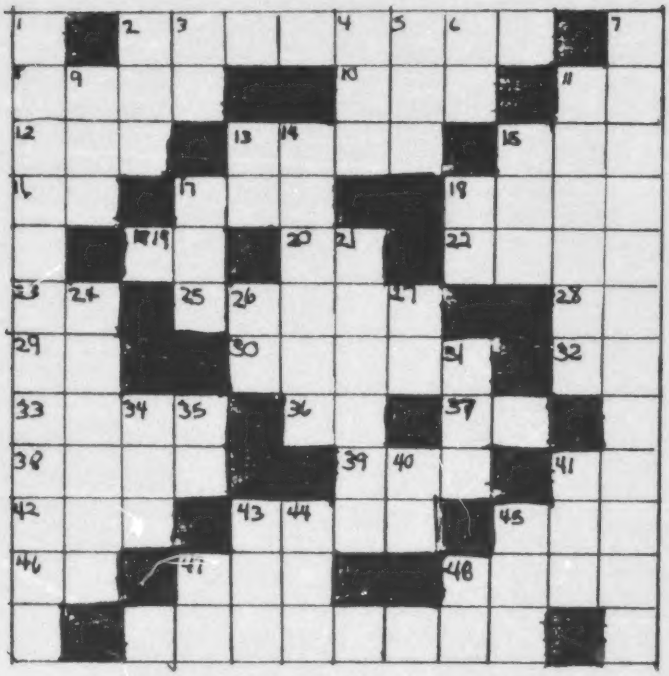
_____

Call: _____

_____

16. Having done the research, do you feel this would be a wise occupational choice for you? _____ Why?

WORKING WITH PLANTS AND ANIMALS



ACROSS

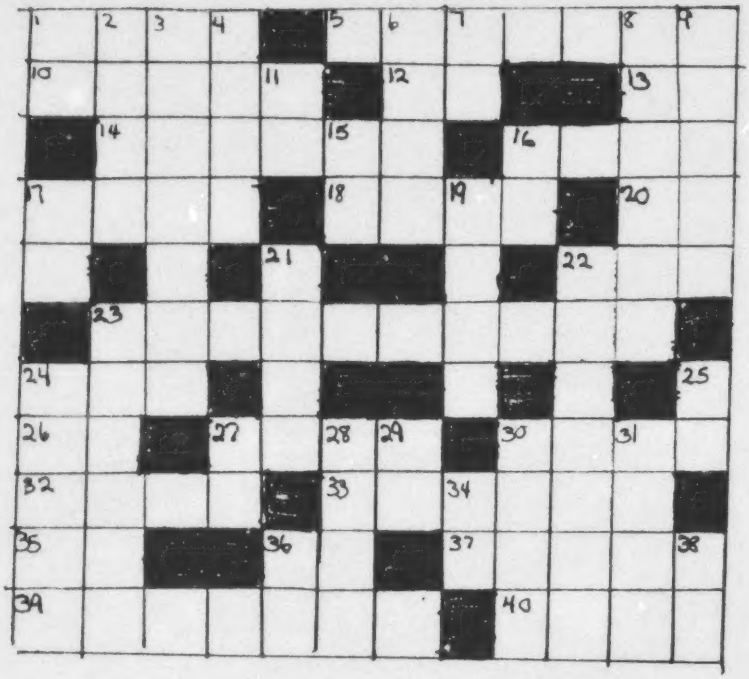
2. Science of caring for and protecting woods and forests.
8. Can be divided by two; opposite of odd.
10. Organ of hearing
11. Post Office (abbrev)
12. Peg used to hold a golf ball.
13. A graceful, white , water bird.
15. National League for Nursing (abbrev)
16. Elizabeth Taylor, actress (int.)
17. Large snake; _____ constrictor.
18. Green vegetables in pods.
19. Most common verb: "To ___."
20. Redd Foxx, comedian (initials)
22. Walking stick.
23. Supposing that; "I would do it _____ I could."
25. This day; before tomorrow.
28. Theodore Roosevelt, 26th President of the U.S. (initials)
29. Nelson Rockefeller, N.Y. Governor (initials)
30. Boat used for short distances; rhymes with cherry
32. The 19th letter: r, ___, T, the 22nd letter U, ____, W.
33. Helper: nurse's _____
36. New Mexico (abbrev)
37. Plural ending, as in dishes.
38. "That was a good book I _____."
39. Chew and swallow food.
41. Near to: by; rhymes with hat.
42. Independent (abbrev)
43. Certain; rhymes with cure.
45. Prefix that means three, as in triangle.
46. Advertisement (abbrev)
47. Belonging to him.
48. Opposite of out of
49. Scientist who studies plants.

DOWN

1. Doctor who treats animals.
2. Money paid for service; rhymes with see.
3. Upon; rhymes with con
4. Large body of salt water.
5. Light brown color; beige.
6. Railroad (abbrev)
7. Protection of wildlife and natural resources.
9. Abbreviation for #1 ACROSS.
11. Green growing things.
13. Therefore; rhymes with no.
14. One who enforces hunting and fishing laws: game_____.
15. National Education Association (abbr
17. To gamble; rhymes with net.
18. Petula Clark, singer (initials)
21. A person who raises crops or livesto
24. Pal; buddy.

26. A table is made _____ wood.
27. Twelve months (abbrev)
31. So far; "I haven't done my homework ____."
34. Another word for father.
35. Nickname for Edward.
40. Albert Einstein, Scientist (initials)
41. Short name for Arthur.
43. Opposite of stand.
44. United States of America (abbrev)
45. Tri-nitro-toluene, explosive (abbrev)
47. Hugh O'Brian, actor (initials)
48. "I am, you are, he _____."

SERVING THE PUBLIC!



ACROSS

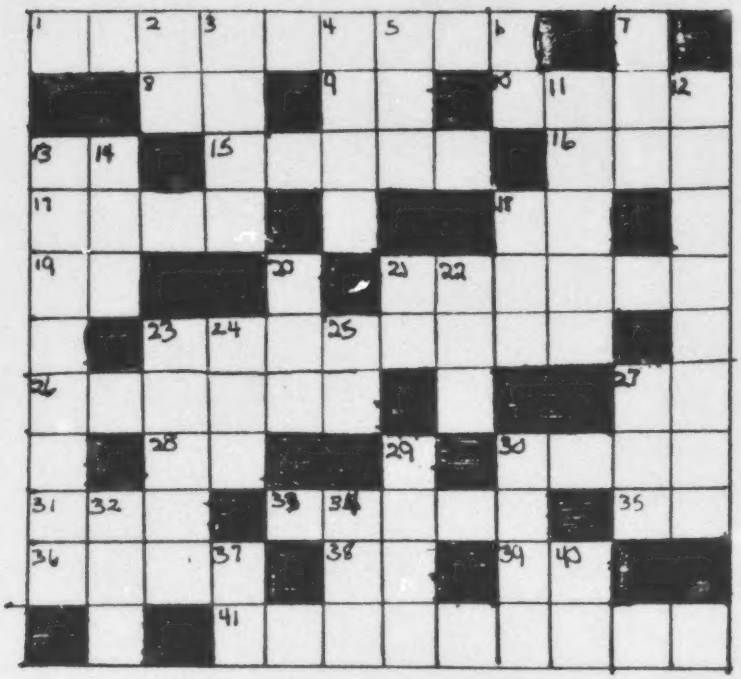
1. To raise, pull up rhymes with sift.
5. A policeman is a law enforcement ____.
10. Strong smelling vegetable, rhymes with bunion.
12. That thing. "Give _____ to me."
13. Leif Erikson, explorer (initials)
14. Used for drawing in coloring books.
16. Animal with antlers.
17. Small building used to store things; tool _____.
18. Must have; rhymes with bleed.
20. Vanderbilt University (abbrev.)
22. Used for writing.
23. People who collect trash are called _____ workers.
24. Female chicken.
26. Another word for a .
27. Past tense of are.
30. Opposite of go.
32. To cut with your teeth; rhymes with # 21 DOWN
33. Halloween is celebrated during this season.
35. Vowels are A, E, ___, ___, U.
36. South Carolina (abbrev.)
37. A small, quick meal; rhymes with back.
39. A state policeman or highway patrolman, state _____.
40. Past tense of know.

DOWN

1. Laurence Olivier, actor (initials)
2. 1/12th of a foot.
3. Someone who helps to prevent and to put out fires.
4. Looks like a frog, rhymes with road.
6. Very good, " I feel just _____."
7. Foot (abbrev.)
8. Number of players on a football team
9. A movie shown again on TV
11. New York (abbrev.)
15. Opposite of off
16. Doris Day, actress (initials)
17. Therefore, rhymes with go.
19. Chews and swallows food.
21. Toy you fly in the sky.
22. Person who delivers mail.
23. Freshman; Sophomore; Junior; _____.
24. Routine that is hard to break; a bad or good _____.
25. Opposite of down
27. Another word for us.
28. Running contest; rhymes with face.
29. Emory University (abbrev)
30. Past participle of sink; sink, sank, _
31. One time.

34. Tommy Smothers, comedian (initials
36. Spelling (abbrev.)
38. Kilowatt (abbrev.)

SKILLED TRADES



ACROSS

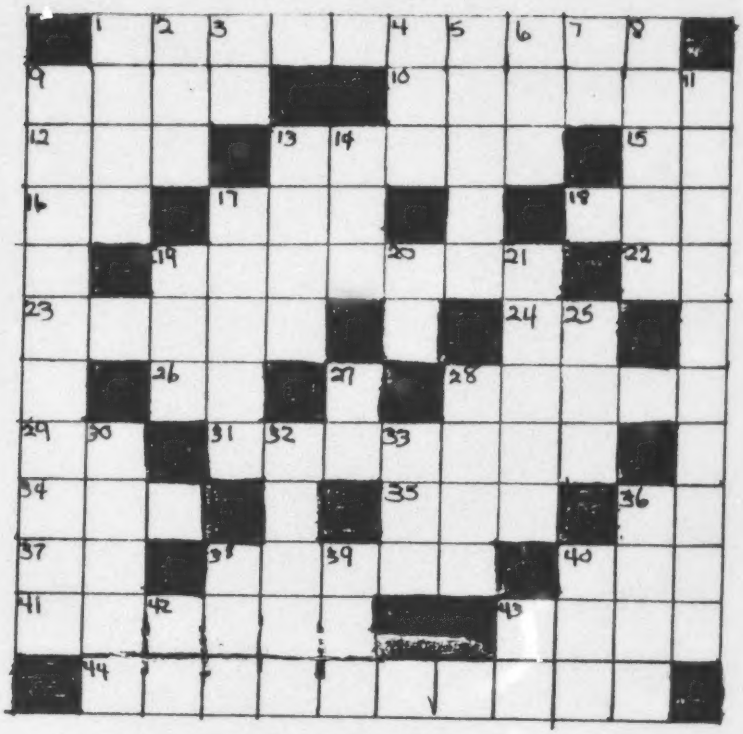
1. One who builds things of wood, such as houses and furniture.
8. Prefix that means not, as in illegal.
9. Vowels are ____, E, I, ___, U.
10. Very tiny unit of matter; ____ bomb
13. South America (abbrev)
15. An organization which helps to protect workers' trades.
16. Farm tool; rhymes with toe.
17. Works with something rhymes with fuses
18. Michigan (abbrev.)
19. Robert Kennedy, former U.S. Senator (initials)
21. Tree part that grows out from the truck.
23. Learning and practicing; both _____ and experience enable a worker to master his trade.
26. Sufficient amount; rhymes with rough.
27. Opposite of our.
28. Opposite of off.
30. Prefix that means against, as in anti-war.
31. Night bird that hoots.
33. One step of a staircase.
35. South Carolina (abbrev.)
36. To relax; rhymes with best
38. Elevation (abbrev.)
39. A short word for mother.
41. One who draws plans of buildings or machinery.

DOWN

2. Rhode Island (abbrev.)
3. Two ____ two equals four.
4. It grows at end of finger.
5. Also; same sound as two.
6. Richie Allen, baseball player (initials)
7. Where animals are caged for public display.
11. An object; rhymes with wing.
12. One who makes and repairs machines; auto _____.
13. One who measures land and sets up boundaries.
14. To question; to request.
18. Adult male.
20. Old piece of cloth.
21. Bob Newhart, actor. (initials)
22. To tear apart; rhymes with tip.
23. Instruments used in work; hammers and saws are _____.

24. Walk quickly; rhymes with fun.
25. Isaac Hayes, musician (initials)
27. Belonging to it.
29. One of two equal parts.
30. Body parts between hands and shoulders.
32. Opposite of dry.
34. Drink made from dried leaves.
37. Touchdown (abbrev.)
40. "I _____, you are,he is."

HEALTH SCIENCES



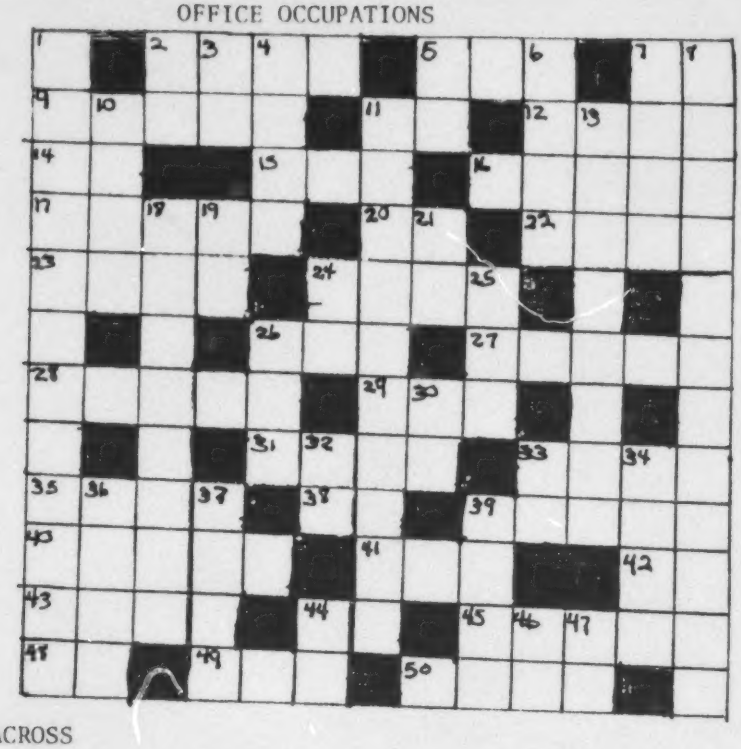
ACROSS

1. Hospital worker who operates X-ray or other machines.
9. Prefix meaning after. as in postwar.
10. Long; _____; longest
12. Opposite of cold
13. Trees found in warm climates
15. Another word for us
16. Alan King, comedian (initials).
17. Adult males.
18. Body part between hip and foot.
19. Doctor who treats problems of the teeth and gums.
22. Rhode Island (abbrev.)
23. Breakfast, lunch, and dinner are _____.
24. Horsepower (abbrev.)
26. Dylan Thomas, poet (initials).
28. To make letters; rhymes with mint.
29. Charles Goodyear, American inventor (initials).
31. Doctor who performs operations.
34. Internal Revenue Service (abbrev,)
35. Past Tense of see
36. Neither,nor; either, ____
37. Southeast (abbrev.)
38. Thoughts or plans
40. In debt; same sound as on.
41. One who talks, uses suffix er.
43. Tiny grains on the beach
44. Patients with physical handicaps are helped by physical _____.

DOWN

1. Past tense of take.
2. Eastern Standard Time (abbrev.)
3. Cent(abbrev)
4. Sick; rhymes with pill
5. Use them to groom your hair.
6. Insurance (abbrev.)
7. Art Garfunkel, singer(initials)
8. New, _____, newest
9. Person who distributes prescription drugs.
11. RN is the abbreviation for _____ nurse.
13. They are used for writing.
14. A small, crawling insect.
17. Thaws out; rhymes with belts.
19. Short name for father.
20. Opposite of out.
21. To pitch; toss; rhymes with crow.
25. A wrestler tries to ___ his opponent to the ma
27. Doctor (abbrev)
28. Green Vegetables in pods.
30. Outstanding; Mark Spit is a _____ swimmer.
32. Opposite of over.
33. Girl Scouts of America (abbrev.)
36. Has; possesses.
38. Nickname of former President Dwight D. Eisenhower
39. Earned Run Average (Abbrev.)
40. Cereal grain; rhymes with boat
42. Lena Horne, singer(int.
(int.)43. Sally Struthers, actre

OFFICE OCCUPATIONS



ACROSS

2. One who keeps office papers in order is a _____ clerk.
5. Belonging to him.
7. Senior (abbrev).
9. Opposite of those.
11. Most common verb; "To ____."
12. Short letter; rhymes with vote.
14. The vowels in feet.
15. Also; same sound as two.
16. The main idea of a paragraph; rhymes with tropic.
17. People are called by ____.
20. Neither,nor, either, ____.
22. Past tense of are.
23. Of the mouth; rhymes with floral.
24. To move by stepping and hopping; rhymes with ship.
26. Liquid used for writing.
27. Land next to water; rhymes with toast.
28. Streets; highways
29. Chew and swallow food.
31. Has leaves, branches, trunk.
33. Part for one person; rhymes with polo.
35. One who writes poetry.
38. Associates Press (abbrev)
39. Warning alarm on police car.
40. Gives a job to; rhymes with fires
41. Adam's wife.
42. The vowels in chain.
43. Other and different; "Let somebody _____ do it."
44. Prefix that means not, as in irregular.
45. Must have; rhymes with bleeds.
48. Robert Young, actor (initials)
49. Isn't means is _____.
50. Leading performer in a show.

DOWN

1. Person who uses shorthand.
2. Abbreviation for iron (Chem.)
3. "I am, you are, he _____."
4. Allows; permits.
5. That man; rhymes with me.
6. White flakes from the sky.
7. Mix liquids; rhymes with fir.
8. One who works at the front desk of an office, greets people, and takes messages.
10. To listen to; rhymes with tear.
11. One who keeps day-to-day records of a company's finances.
13. One who works with a computer is a keypunch _____.
18. People who run offices are called office _____.
19. Elevation (abbrev.)
21. Rhode Island (abbrev).
24. First two consonants in snake.
25. Percentage (abbrev)

26. Suffix that means one who does, as in novelist.
30. Albert Einstein, scientist (initials).
32. Radium (abbrev)
33. Spanish for yes.
34. Opposite of follow.
36. Greasy; having oil.
37. One between ages 12 and 20.
39. Past tense of send.
44. That thing; "Give _____ to me."
46. The vowels in read.
47. Suffix that means one who does, as in worker.

Day 35-38 - Frederick County Career Objectives: 2.3.9
MSDE Project Basic Objective: 4.1.1.15

Activities:

1. Identify school subjects that develop skills, knowledge, and training; student will develop a high school course schedule for grades 9-12.
2. Complete the section on high school courses on the Career Plans Worksheet. (from day 19)

Resources:

1. Guidance Counselor
2. Frederick County Course Guide (there should be a class set available - call the Career Coordinator at the Board of Education if they're not already available)
3. Vo-tech slides (available at Vo-Tech Center)
   or
   Field trip to Vo-Tech
4. SFS Better Choice Better Chance (Guidance Associates)
5. SFS Careers . . . "Preparing for a career: Academic Skills"
6. School/Job Match Game (which follows)

* See day 40 for possible student assignment for this.

SCHOOL/JOB MATCH GAME

Write the letter (s) of the school subject beside the job for which knowledge of the subject would be helpful.

a. Math

b. Art

c. Chorus

d. Band

e. English

f. Spelling

g. Science

h. Home Economics

i. Industrial Arts

j. Physical Education

k. Reading

l. History

m. Geography

_____ Librarian

_____ Auto mechanic

_____ Secretary

_____ Nurse

_____ Conductor

_____ Psychologist

_____ Football Coach

_____ Doctor

_____ Newspaper reporter

_____ Proofreader

_____ Composer

_____ Farmer

_____ Television news reporter

_____ Chef

_____ Custodian

_____ Chicken Grower

_____ Store owner

_____ Forest ranger

_____ Architect

_____ Carpenter

_____ Lifeguard

_____ Shoe salesman

_____ Truck driver

_____ Plumber

_____ Waitress

Day 39 - MSDE Project Basic Objective: 4.1.1.9

Activities:

1. Identify education/training available post high school.
2. Discuss the following terms:
   - College (2 or 4 years)
   - On-the-job training
   - Armed Forces
   - Apprenticeship
   - Trade Schools
   - Internships
   - Work-Study
   - Full-time jobs
   - Part-time jobs

Resources:

1. SFS Careers . . . "Preparing for a Career: Training and Education"
2. Vocational trade, and technical school manuals
3. College indices (2 and 4 year)
4. Military, apprenticeship and continuing education programs (See High School guidance for information)
5. Guest speakers

Day 40 - MSDE Project Basic Objective: 4.2.1.10

Activities:

1. Identify the importance in balancing time spent on and off job or time spent in or out of school.
2. A week prior to #1 have students complete a time calendar describing how they utilize their time.
3. Have students list previous jobs (babysitting, lawn-care, etc.)

Resources:

1. SFS Careers . . . "Succeeding in a Career: Balancing Work and Leisure Time"
   (correlating worksheet for this filmstrip found in the SFS Careers ditto masters)

Day 41 - MSDE Project Basic Objectives: 4.2.1.9

(½ - 1 day)

Activities:

1. Have students list appropriate behaviors for school and work. (See Appropriate Behavior Worksheet which follows)
2. Vocabulary Quiz may be used (which follows).

Resources:

1. SFS Careers . . . "Succeeding in a Career: Work Habits.
2. SFK #12 "On-the-Job"
3. SFK Careers . . . "Preparing for a Career: Interpersonal and Job Skills"

APPROPRIATE BEHAVIOR
(i.e. punctual, honest, etc.)

SCHOOL	WORK
1.	1.
2.	2.
3.	3.
	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

Vocabulary Quiz

Match the words in Column 1 with the correct meaning in Column 2.

___ 1. appearance	A. producing quickly
___ 2. punctuality	B. polite behavior
___ 3. efficiency	C. enjoyment of others
___ 4. sociability	D. being on time
___ 5. initiative	E. continue effort
___ 6. perseverance	F. getting things done
___ 7. courtesy	G. ability to arrange in an orderly way
___ 8. organization	H. reliability
___ 9. dependability	I. speaking well of company, friends, or school
___ 10. loyalty	J. the look of a person

Place a P before a statement that tells about a poor worker. Place a G before a statement that tells about a good worker.

___ 1. does one's best

___ 2. is cheerful

___ 3. is responsible

___ 4. is often absent

___ 5. is on time

___ 6. keeps busy

___ 7. is polite

___ 8. learns more about the job or company

___ 9. has a messy appearance or work area

___ 10. pops gum

___ 11. waits to be told what to do

___ 12. speaks so he can be heard

___ 13. is helpful to others

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___14. tells dirty jokes

___15. talks about others

___16. follows safety rules

___17. can be counted upon

___18. does things without being told

___19. is careless

___20. is messy

Name occupations where these qualities are important:

1. punctuality _____
2. organization _____
3. dependability _____
4. sociability _____
5. appearance _____
6. efficiency _____
7. initiative _____
8. perseverance _____
9. courtesy _____
10. punctuality _____

Day 42-43 - Frederick County Career Objectives: 2.6.5
MSDE Project Basic Objective: 4.2.1.8

Activities:

1. Identify qualities employers look for.

Resources:

1. SFS Careers . . . "Starting in a Career" Job Hunting Skills" pt. 1,2
2. Contact Job Service (694-2183) for a guest speaker on obtaining a job.
3. SFK #9 (Interview Preparation) and SFK #10 (The Interview)
4. "Planning for a Success" The Interview, (National Career Consultants, Inc.) (If available)

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Day 44-45 - Frederick County Career Objective: 2.6.4
MSDE Project Basic Objective: 4.3.1.7

Activities.

1. Identify employers and job opportunities in the local and surrounding communities.
2. Want Ads - Define want ad abbreviations.
3. Have student locate a want ad in the same career cluster as their career choice and summarize what type of information you get from a want ad.

Optional Materials: Have students recognize various forms and applications required for employment.

Resources:

1. Local newspaper.
2. Know you County booklets. (See Social Studies teachers)
3. See supplemental teacher resources that follow.

*** A career folder should be collected from each student. These folders should be sent (in alphabetical order) to the guidance office of high school at the end of the school year.

STEPS FOR JOB SEARCH

Plan and start the search as soon as one needs to find a new job. At least twelve months prior to graduation, one should formulate plans for making job contacts and investigate some prospective employers. This will enable one to select the best employer for whom one would like to work, as well as set up tentative interviews when one is ready for full-time employment.

Make job hunting a full-time project. One needs to work a 40-hour week for an employer and no less for oneself.

The more contacts made, the greater the chances are of finding the right job.

In many cases, 50-100 contacts may result in one or two responses. This is not unusual. Make a periodic evaluation of strategy.

Once the search is started, do not allow little vacations.

Constantly keep at the campaign, even if one thinks a job is going to come through. Do not wait for a "sure thing." Many times, these do not materialize, and the time is wasted.

Timing is another important consideration. One must be at the right place at the right time.

Schedule job contacts in the same geographical area so that several may be made in one day. When using directories that list employers according to location, make certain employers are not overlooked that need one's specific skills.

Apply early enough in the day to allow time for multiple interviews, tests, or other hiring procedures that may be required.

Follow up leads immediately. If a job opens late in the day, the firm would be called to arrange an appointment for the next day. The employer may postpone a hiring decision until then.

All through the job campaign planning -- making contacts and receiving responses -- confide in someone who will give support and suggestions.

Individuals must realize the world is not waiting for them. They must make themselves and their qualifications known to the world.

SOURCE: Seeking, Finding, Keeping
Teacher's Manual, pp. 57-67

FOR TEACHER RESOURCE ONLY

There is no magic in getting the job wanted; it is a difficult and, many times, a long process. This is especially the case when there are limited opportunities for the occupation desired.

It is difficult to make initial job contacts, even if one is well prepared. Therefore, the more innovative one is in techniques, the better chances there are for reaching a prospective employer.

Possible Job Identification Sources

Pupils may examine their resources for job contacts from two views: in-school sources and outside sources. Job contacts from both source areas should be done concurrently and continuously until the right job is found. The appropriate source will depend upon the kind of job wanted, job location desired, and demand for one's specific skills.

Pupils in school or those who recently have left such institutions will find an on-hand source for finding job contacts. School personnel (teachers, counselors, administrators, staff personnel) with their knowledge of the individual pupil's ability, aptitudes, grades, attendance records, attitudes, and personalities are in a position to recommend pupils for jobs. A number of employers contact the school or school personnel to solicit employees for them. Some schools maintain a placement office to screen available positions and help pupils make job contacts. Pupils may find school personnel also have contacts with people and companies to whom they may be referred. A personal contact may make the difference in acquiring THAT wanted job. Schools also have special work-experience and/or cooperative work study programs which might lead to permanent jobs.

Other Job Identification Sources

One's family, friends, and relatives may know of or be able to put a person in contact with a potential employer. In some cases, firms are interested most in employing friends or relatives of present employees.

Contact with government officials that represent one's geographic area may lead to job opportunities or names of potential employers. Making contact with community organizations is another personal contact source. If an individual has a specific career area in mind, job leads may be provided by such groups as Rotary, Lion's Club, Kiwanis, Chamber of Commerce, YMCA, YWCA, YMHA, YWHA, Salvation Army, church groups, parent-teacher's associations, welfare agencies, fraternal orders, and veterans' organizations.

Publications

Want-ads in newspapers, professional journals, and trade magazines provide a range of openings. These publications are a major source of employment information. The Sunday newspaper editions usually contain the largest number of want-ads. An analysis of these ads may provide information about the extent of employment activity in one's field.

In addition, general news items and articles may give clues for job opportunities. News of expanding or closing businesses in the area and society news on families moving out of or into the community which contain business-oriented members also may give clues. The real estate section may provide clues for various skills needed in construction locations.

Directories

These publications provide names of firms and/or individuals that employ workers in various occupations. The use of these directories is useful to all job seekers. A sample of these follows:

Yellow Pages, Telephone Directory

Directory of Maryland Manufacturers (latest edition)

Dun & Bradstreet Million Dollar Directory

Poor's Register of Corporations

The following directories are helpful to those seeking employment in specialized areas:

Directory of Maryland Exporters & Importers

Chamber of Commerce - Maryland

Black Business Directory

Industrial Parks Directory

Environmental Directory

Directory of Maryland Licensed Day Care Centers

Directory of Public Education - State of Maryland

Directory of Major Employers in Baltimore Area

Chamber of Commerce

Directory of Science Resources for Maryland

Directory for Reaching Minority Groups

Industrial and Craft Unions

Individuals may contact unions requesting complimentary copies of trade publications and information concerning available apprenticeships.

Professional and Trade Associations

Professional and trade associations are useful in obtaining job information for specialized occupations. They may provide a job register service or maintain a data bank through which resumes may be channeled to interested employers.

Maryland Department of Human Resources

In Maryland, the major state labor organization is designated as the Maryland Department of Human Resources. This agency is committed to the goal of providing human services to the citizens of Maryland in an effective and responsible way. Major programs are implemented through their State Employment Service. This group is one of more than 2,400 local offices located throughout the entire nation.

A beginning place to look for a job is the Maryland State Employment Service. The services offered are as follows:[3]

> Job Service Process - Referral and Placement Service is a process that involves the interview and screening of applicants and the referral of qualified individuals to jobs.
>
> Job Information Service (JIFS) is a speedier job finding service for persons who know the occupational field they are seeking.
>
> Job Search Information Center was established to develop, acquire, and disseminate all types of career development, job search, and labor market information.
>
> National Network Office is a nationwide service that provides lists of jobs available in other parts of the country for the job seeker willing to relocate.

---

[3] Sources on Maryland State Employment Service provided by Job Search Information Center, Prepared by E. Rossi and D. Broccolino.

Services to Veterans is a priority program ensuring that all available Employment Service programs will be used in an effort to serve the veteran.

Counseling Program provides counselors to assist applicants in developing suitable employability plans.

Testing with valid occupational tests is administered as an aid in the selection of trainees, apprentices, and other new workers.

Apprenticeship Information Center (AIC) is available to inform, screen, counsel, and refer persons to apprenticeship opportunities listed by unions and industry.

Youth Service provides training, labor market information, and job finding assistance for youth between the ages of 16 and 22.

Example: Job Corps - Established by the Economic Opportunity Act of 1964. Job Corps is now included as Title IV of CETA. Job Corps has 60 centers across the country, in Puerto Rico, and Hawaii providing youth with skill training, on-the-job work experience, remedial education, social direction, and health services.

Services to the Handicapped are provided through the identification of the handicap and capacities, counseling, testing, job development, or referral to other agencies, special job finding, or supporting assistance.

Rural Employment and Training Services help rural workers find jobs and rural employers meet their personal needs. Openings for seasonal jobs first go to workers living near the farms that have the work.

Services to Adult Workers are provided. Special assistance is given to workers over 45 years of age who are encountering difficulty in obtaining employment because of age.

Programs for Older Workers serve the Senior Citizens. These programs employ economically disadvantaged older persons, age 55 and older, in part-time, community work.

Employment and Training Programs for Offenders provide job-related services and support to help these individuals obtain and keep productive jobs.

FOR TEACHER RESOURCE ONLY

Migrant and Seasonal Farmworker Program provides a range of services to help this group of workers find alternative job opportunities in year-round employment or to improve their well-being if they remain in seasonal agricultural work.

Indian Program is one that works with native Americans who may be unemployed, underemployed, and/or disadvantaged.

Employer Services are given employers which promote the overall use of the Employment Service, interprets programs, and provides technical assistance such as job analysis, test development, and manpower information.

Unemployment Insurance (UI) Programs are available to provide temporary income as partial compensation to unemployed workers.

Employment by Governments

The federal government is the nation's largest employer, with more than 2.8 million federal civilian workers[4] and more than 2.2 million persons on active duty in the Armed Forces.[5] The various occupations held represent all private employment as well as some jobs unique to the federal government.

State and local governments employ more than 11.8 million people, with nearly three-fourths of these workers in local government units, such as counties, municipalities, towns, and school districts. Educational services account for the majority of jobs in state and local governments, with health services and highway work ranking next. Police and fire protection positions are another large field of employment. The largest portion of employment in most government agencies is made up of clerical, administrative, maintenance, and custodial work.[6] Specifics concerning positions and procedures for applying may be obtained from the Job Information Center, Maryland Department of Human Resources.

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[4] "Working for Uncle Sam," Career World. (Illinois: Curriculum Innovations, Inc., February, 1976), p. 4.

[5] U.S. Department of Labor, Bureau of Labor Statistics, "Armed Forces," Occupational Outlook Handbook, 1977-1978.

[6] Ibid., p. 10.

Private Employment Agencies

The National Employment Association defines a private employment agency as "...a commercial enterprise engaged in the business of bringing the job seeker and the employer together at a time of mutual need, for the purpose of negotiating a mutually satisfactory employer-employee relationship." For this service, a fee is charged. This fee may be paid by the applicant after job placement or by the employer. All employment agencies have written contracts between them and the applicants. This must be read thoroughly to determine who pays the fee and what responsibilities are entailed for each party. In some cases the entire fee is charged even if an individual works for just one day.

Self-Employment

One job source open to everyone is self-employment. This may start as work at home in such areas as photography, animal grooming, tutoring, making business signs, building small custom-made items, house-watching, or animal sitting. Some individuals are able to identify a human need or service and develop it into a business. Approximately half of all new small businesses last as long as two years; one in three lasts as long as four years; and one in five is operating at the end of ten years.[7]

Job Sources for Specific Populations

Because of past job discrimination with regard to race, color, religion, national origin, sex and/or age, the United States Government has taken several positive steps. The Civil Rights Act in 1964, Title VII, as amended 1967 and 1974, protects more than 75 percent of the work force from discrimination by private employers; employment agencies; labor organizations; joint apprenticeship committees; federal, state and local governments; and educational institutions. To assure a mix of these special population groups, many organizations have Affirmative Action Plans. These plans are monitored by the Office of Federal Contract Compliance and the Equal Employment Opportunity Commission. The following special population groups may receive specific help in job seeking:

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[7] Elmer L. Winter, Your Future in Your Own Business (New York: Richard Rosen Press, Inc., 1966), pp. 13-14.

Women

Women are now in a position where they need to examine themselves in regard to values, self, and career choices. More than thirty-four pages of various career aids for women may be found in the book How To Make the System Work for the Working Woman by Letty Cottin Pogrebin and published in New York by David McKay Company, Incorporated, 1975. The book also gives detailed information for women in self-assessment, job search techniques, and job procurement.

Minority Groups

Different minority population groups may receive special help in job seeking from the following organizations:[8]

1. National Urban League, Incorporated
2. The National Association for the Advancement of Colored People
3. Equal Opportunity Merit Employment Committees
4. The Bureau of Indian Affairs
5. The Radio Corporation of America (Programs for Eskimos)
6. Spanish Speaking Groups
   - GI Forum
   - Political Association of Spanish Speaking Organizations
   - American Friends
   - The League of United Latin American Citizens

Handicapped Persons

This special population group includes individuals who have a disability which is a handicap in employment. More than 300 vocational rehabilitation agencies and sheltered workshops are located throughout the United States to help this group. Many of these agencies are associated with such organizations as the National Association of Retarded Citizens, Goodwill Industries of America Workshop, and the Jewish Vocational Service Workshops.

Other Job Sources

Other job sources may not offer an individual full-time paid work but may fit into one's life-style and supply valuable experiences. Such jobs may be part-time, temporary, volunteer,

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[8] John Keefe, The Teenager and the Interview (New York: Richard Rosen Press, Inc., 1971), pp. 14-15.

or summer. Other job sources may include the bulletin boards of such places as employment offices, school guidance offices, government buildings, shopping centers, drug stores, food stores, and laundromats. One may canvass places of business, talk to workers at quitting time, watch new construction areas, and those planning to extend businesses.

Employment Strategies

There is no single way to find a job. The more ways used, the better opportunity a person has of finding acceptable employment. Job finding is an eight-hour-a-day task, five days a week.

In January of 1973, the U.S. Department of Labor financed a nationwide survey of successful job seekers to determine which search methods they used. The most commonly used method and the one by which most workers found a job was direct application. Another effective method was the use of union hiring halls and school placement offices; however, few individuals used this method. Deterrents to acquiring jobs were spending relatively few hours a week looking (5 hours or less) and restricting the job search to a relatively short distance from one's home.[9]

Job Hunt Methods

(Bureau of Labor Statistics Survey, October 1972)

Method	Percent Using
Direct Application to Employer	79
School Placement Office	68
Friends and Relatives	46
Newspaper Advertisements	38
Public Employment Service	21
Private Employment Agencies	20
All Other Methods	38

[9] "Job Finding Survey, January 1973," Special Labor Force Report, U.S. Department of Labor, Bureau of Labor Statistics, August 1974, pp. 1-4.

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Direct Application

In direct application, the individual puts in an application wherever possible. In the walk-in procedure, one visits factories, warehouses, and construction sites -- all places that employ people for a job that is wanted. Applications are completed and interviews requested. The applicant needs to follow through by calling in a few days to see if there are any job openings.

Direct application is a technique used in places such as hospitals, schools, offices, departments of government, public works, hotels, stores, and restaurants. This strategy should be planned so that contacts for all the places in which one is interested are made in the same area on the same day. This is to save time and effort.

Another procedure for direct application is the letter campaign. Simultaneously, while making personal walk-in visits, a well planned letter campaign should be conducted. The companies which the individual cannot contact personally should be sent a letter of application along with a resume. The letter should be sent to an official of the company, such as the director of personnel.

ADDITIONAL ACTIVITIES

Have each pupil interview ten people and chart how the people found jobs.

Have a class tour conducted at the closest Job Information Center. Note with the class location of place, services, and procedures for use.

Obtain a Sunday edition of a local newspaper in selected cities in the United States. Have the class look at want-ads and compare types of jobs in various geographic areas and note differences, if any, in the job qualifications listed.

Have the class look through the want-ads and compile a list of abbreviations used with their definitions. Discuss and make a class composite list. Duplicate and distribute to the class.

Gather a variety of trade journals and publications. Have each class member write a paragraph telling how a specific journal may be used in helping to find a job. Share these with the class. Compile.

Have the class make a list of self-employed persons they know. List type of employment and the possible pros and cons of success. To discuss the risks and advantages of

self-employment, use the book entitled Your Future in Your Own Business by Elmer L. Winter, (New York: Richard Rosen Press, Inc., 1966).

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Bolles, Richard Nelson. What Color Is Your Parachute? Berkeley, California: Ten Speed Press, 1976.

Career Guidance Manual. Maryland: Maryland State Department of Education, Divisions of Instruction and Vocational-Technical Education, 1977.

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Winter, Elmer L. Your Future in Your Own Business. New York: Richard Rosen Press, Inc., 1966.

SUPPORTING MATERIAL

8-A, Job Sources

FOR TEACHER RESOURCE ONLY

APPENDIX A

Basic Needs for a Career Center

1. Career folders (1 per student)

2. Careers: Basic Skills for a Changing World (Walt Disney Educational Media Company) - Sound filmstrip series.

3. ITV - Jobs: Seeking, Finding, Keeping - (see media specialist to obtain copies from IMC) and teachers manual.

4. Interest Surveys: VIESA or substitute, COIN, JOB-O (Career Exploration Series).

5. Career Education Resource Directory.

6. Frederick County Course Guides.

7. SFS - Better Choice, Better Chances (Guidance Association).

8. Occupational Outlook Handbook - (8 includes individual sets as well).

9. Dictionary of Occupational Titles.

10. Two COIN machines and micro-fiche cards (if you do not have a recent set of micro-fiche cards contact high school for current set).

11. Access to micro-computer (Interview floppy disk, COIN floppy disk).

12. One of the following:
    - Encyclopedia of Careers
    - Career Guide index set (Careers, Inc.)
    - Mini-Brief Occu-file (Occupational awareness)
    - Career Wheels
    - Vocational Biographies

13. Blank video tapes.

* To find out availability, contact career supervisor.

APPENDIX B

Job Shadowing

Job shadowing is recommended as an individual project rather than a class assignment. The appropriate forms for the job shadowing will be provided by the career instructor. We strongly recommend counseling with the individual student who has requested the opportunity to participate in a job shadowing experience.

The student will have to have approved adult supervision and their own method of transportation, with the exceptions of school staff job shadowing. The entire job shadowing experience must be approved by the parents of the student, the principal, and the career teacher.

Job shadowing can be an on-going experience through the nine weeks.

* Appropriate follow-up
  - Students should send thank-you notes to participating personal.

** Possible student materials needed:

pens, pencils	adequate transporation
adequate paper	tape recorder
job shadowing form	lunch

(APPROPRIATE HEADING)

Job Shadowing Summary

Student's Name _____

Date of Visit _____

Job Shadowed _____

Company Name and Address _____

_____

_____

(To be written out by the shadow)

1. What are the major duties of the job:

2. What tools/equipment are used on this job?

3. What are the educational requirements for this job?

4. How does what you are learning in mathematics relate to this job?

5. What are you learning in English to help you do this job?

6. What are you doing in science that will help you in this job?

7. How would you use what you have learned in social studies in this job?

8. What tasks did you see being performed?

9. What did you like most about this job?

10. What did you like least about this job?

11. Are you still interested in this job since you have had a chance to observe first hand? Why or why not?

APPENDIX C

Suggested Class Activities

1. Students tape interview and send to "celebrity" of choice.
2. Students make collages, mobiles, pamphlets, etc.
3. Students prepare bulletin boards for class and school.
4. Students visit Vo-Tech Center.
5. Students prepare a broadcast via videotape.
6. Students bring to class "tools of the trade" of their choice.
7. Students prepare a personal time line or goal chart.
8. Students participate in simulated interview (or other job related activity).
9. Students write letters requesting information.
10. Students set up an office with each member of the class taking a different role.
11. Students do a presentation on a career.
12. Students identify the jobs related to the subjects they are taking in school.
13. Teachers plan interdisciplinary activities.
14. Teachers review APPENDIX D for additional ideas.

APPENDIX D

Supplemental Activities

The following ideas are a partial list of activities which can be used to supplement classroom activities to facilitate career education. Teachers are encouraged to share other successful activities with the Career Education office for addition to future lists.

1. Guest Speakers:
   a. Local Employees
   b. Frederick County Chamber of Commerce
   c. High School Senior & Alumni
   d. Parents
   e. Moonlighters -2- Career people
   f. Conference Calls
   g. Work Study students

2. Field Trips:
   a. Frederick Community College
   b. Frederick County
   c. Job sites
   d. Walking Tour of Local Business
   e. Job Services Office

3. Job Shadowing:
   a. Parents
   b. School Personnel
   c. Student Teacher Exchange Day

4. Career Fair - School or County Wide

5. PTSA Career Night

6. Boy Scout Career Explorer Post

7. Bulletin Board Showcase Display

8. Coverage of Career Unit by Community or High School Newspaper

9. Publish Career Newspaper

10. Community Newspaper Column on Careers

11. Interview Community People

12. School Club Program - Career Emphasis

13. Parent Career Newsletters

14. Class Line Production Projects:
   a. Home Ec. Food Marketing Experience
   b. Ind. Arts
   c. Assembly Line Pretzel Factory

15. Letter writing to create career information file

16. Publish Community Want Ads

17. Community Improvement Project as Class

18. Fund Raising Project for School

19. Individual Student Interviews & Reports
    a. High School Students
    b. Neighbors
    c. Parents & Family
    d. Interns

JOB KIT

A Job Kit is an accumulation of items which may be needed to obtain a job. Check to see that you have each item you need for your Job Kit. These items should be included in your Job Kit.

_____ Personal Inventory

_____ Records

- _____ Birth Certificate
- _____ Social Security Card
- _____ Work Permit (If applicable)
- _____ Driver's License
- _____ Diploma

_____ Personal Data Sheet

_____ Names of References with Addresses

_____ Letter of Introducation

_____ Letters of Recommendation

_____ Sampler of Specific Skill (If applicable)

PERSONAL INVENTORY

Use this form to summarize personal information about yourself.

GENERAL

Full Name _____
Last First Middle Maiden

Date of Birth _____ Place _____
City State

Social Security Number _____ Citizenship _____
Country

Present Address _____
House Number and Street

_____
City State Zip

No. Years Residence _____ Telephone Number _____

Past Address _____
House Number and Street

_____
City State Zip

Driver's License Number _____

Number of Accidents Past Year _____

FAMILY INFORMATION

Beneficiary (For insurance purposes) _____

Number Dependents _____

Father's Name _____ Years of Education _____
Last First Middle

Occupation _____ Work Address _____

Mother's Name _____ Years of Education _____
Last First Maiden

Occupation _____ Work Address _____

WORK EXPERIENCES (List last experience first)

1. Place _____ Address _____

_____

Type of Work _____ Salary _____ Hours/Week _____

Dates of Employment: From _____ to _____

Personal contact _____

2. Place _____ Address _____

_____

Type of Work _____ Salary _____ Hours/Week _____

Dates of Employment: From _____ to _____

Personal contact _____

3. Place _____ Address _____

_____

Type of Work _____ Salary _____ Hours/Week _____

Dates of Employment: From _____ to _____

Personal contact _____

REFERENCES (Personal and/or Previous Employer)

1. Name _____ Position _____

Address _____
Street City State Zip

Telephone: Business _____ Home _____ Years Known ____

2. Name _____ Position _____

Address _____
Street City State Zip

Telephone: Business _____ Home _____ Years Known ____

3. Name _____ Position _____

Address _____
Street City State Zip

Telephone : Business _____ Home _____ Years Known ____

MEDICAL HISTORY

Height _____ Weight _____ Hair Color ____ Eye Color ____

	Good	Poor	(Explain)
Vision	_____	_____	_____
Hearing	_____	_____	_____
General Health	_____	_____	_____

Disabilities or Handicaps (Explain) _____

_____

Date and Nature of Last Illness _____

_____

Physical or Health Limitations _____

_____

Chronic Family Illnesses (Person and Condition) _____

_____

Days Missed at Work Past Year? _____ From School? _____

Emergency Information

Doctor's Name _____ Telephone _____
Address _____

Name of Person to Notify _____ Telephone _____
Address _____

EDUCATION

High School Attended _____

Address _____
Street City State Zip

Other Schools (Other than junior high or elementary)

Name _____ Dates of attendance _____
Address _____
Name _____ Dates of attendance _____
Address _____

Special Skill Courses _____
School Activities _____
Special Activities _____

APPLICATION COMPLETION TIPS

When applying for a job, consider the following tips for completing an application form.

1. Have your Job Kit with you.
2. Read the application form thoroughly before answering any questions.
3. Follow the directions on the application form.
4. Complete all blanks.
   If an item is not applicable, write "Not Applicable" or "NA."
5. Give complete and accurate information.
6. Spell all words correctly and fully.
   (Carry a pocket dictionary.)
7. Be neat.
8. Use pen with black or blue ink.
9. Sign the form properly.
10. Review what you have written.

APPENDIX E

Resources

Curriculum Guide Resources

COIN Occupational Profile, Co-ordinated Occupational Information Network, 1978

Course of Study Exploring Careers, Montgomery County Public Schools, 1983

Guidelines for the Creative Use of Biased Materials in a Non-Biased Way, Maryland Vocational Curriculum Production Project

Jobs: Seeking, Finding, Keeping- Teachers Manual, State Department of Education, 1979

Try it, You'll Like It!, U.S. Government Printing Office, 1978

What Do I Want To Do?, Snow Hill Middle School

Women's Work: Undervalued, Underpaid, National Commision on Working Women, 1981

INSTRUCTIONAL MATERIALS CENTER
Board of Education of Frederick County
401 Sagner Avenue
Frederick, Maryland 21701

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371.42 CAREER EDUCATION: A HANDBOOK FOR IMPLEMENTATION. Washington, D.C.: U.S. Government Printing Office, 1972.

372.1 CAREER EDUCATION AND THE ELEMENTARY SCHOOL TEACHER. Salt Lake City: Olympus Publishing, 1973.

371.95 CAREER EDUCATION FOR GIFTED AND TALENTED STUDENTS. Olympus Publishing, 1974.

371.42 COUNSELOR'S GUIDE TO OCCUPATIONAL INFORMATION. Washington, D.C.: U.S. Government Printing Office, 1980.

371.42 EMPHASIS: CHANGE 1. Salt Lake City: Olympus Publishing Company, 1977.

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371.42 EMPHASIS: DECISIONS. Salt Lake City: Olympus Publishing Company, 1977.

371.42 EMPHASIS: PREPARATION. Salt Lake City: Olympus Publishing Company, 1977.

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371.42 Hoyt, Kenneth B. CAREER EDUCATION CONTRIBUTIONS TO AN EVOLVING CONCEPT. Salt Lake City: Olympus Publishing Company, 1975.

371.42 Hoyt, Kenneth B. CAREER EDUCATION; WHAT IT IS AND HOW TO DO IT. Salt Lake City: Olympus Publishing Company, 1972.

331.7 Laramore, Darryl. CAREERS; A GUIDE FOR PARENTS AND COUNSELORS. Provo: Brigham Young University Press, 1978.

371.42 McClure, Larry. ESSAYS ON CAREER EDUCATION. Portland: Northwest Regional Educational Laboratory, 1973.

371.42 Mangum, Garth L., ed. CAREER EDUCATION IN THE ACADEMIC CLASSROOM. Salt Lake City: Olympus Publishing Company, 1975.

371.42 NAVY TRAINING/CIVILIAN CAREERS. Navy Recruiting Command, n.d.

370.19 YELLOW PAGES OF LEARNING RESOURCES; RESOURCES DIRECTORY AREA CODE 800. Cambridge, Massachusetts, MIT Press, 1972.

370.11 YOUR CHILD'S CAREER; A GUIDE TO HOMEBASED CAREER EDUCATION. Salt Lake City, Olympus Publishing Company, 1977.

II. Films

F4 Basic job skills: following instructions. Coronet Instructional Media, 1976.

F21 Bolero. Pyramid Films, 1973.

F291 Bookkeeping and accounting: how do you figure in? Coronet Instructional Media, 1974.

F1395 Business office: making things happen. Journal Films, 1970.

F1042 Community keeps house. BFA Educational Media, 1959.

F1128 The Covenant. Modern Talking Picture Service, 1972.

F45 Education for living (Vocational Opportunities). Coronet Instructional Media, 1976.

F1044 Firefighter. Aspect IV Educational Films, 1971.

F1418 Human cell and the cytotechnologist. American Cancer Society, 1957.

F1046 It's easy if you know how. Walt Disney Educational Materials Company, 1971.

F385 Job Evaluation. McGraw-Hill, n.d.

F1130 Jobs in cosmetology. Sterling Educational Films, 1970.

F46 My first job: service station attendant. Coronet Instructional Media, 1975.

F1035 Night people's day. Trend Films Corporation, 1971.

F1160 Oceanography: the study of oceans. Journal Films, 1970.

V. Video

V 331.7 Calling careers. Division of Instructional Television, Maryland State Department of Education, 1976.

V 331.7 Freestyle. KCET Community Television of Southern California Public Broadcasting Service, 1978.

V 331.7 Jobs: seeking, finding, keeping. Division of Instructional Television, Maryland State Department of Education, 1979.

VI. Tapes

T 629.13 Airplane Pilot. Visual Programs, Inc., n.d.

T 658.5 Assembler. Visual Programs, Inc., n.d.

T 629.28 Auto Mechanic. Visual Programs, Inc., n.d.

T 693 Bricklayer. Visual Programs, Inc., n.d.

T 383 Clerk, Post Office. Visual Programs, Inc., n.d.

T 629.28 Driver, Bus. Visual Programs, Inc., n.d.

T 629.28 Driver, Truck. Visual Programs, Inc., n.d.

T 621.3 Electrician. Visual Programs, Inc., n.d.

T 666 Glazier. Visual Programs, Inc., n.d.

T 770.28 Photographer. Visual Programs, Inc., n.d.

T 363.2 Policewoman. Visual Programs, Inc., n.d.

T 655 Printer. Visual Programs, Inc., n.d.

T 621.386 Telephone Operator. Visual Programs, Inc., n.d.

T 621.388 TV Repairman. Visual Programs, Inc., n.d.

T 671 Welder, Arc. Visual Programs, Inc., n.d.

VII. Sound Filmstrips

331.7 ABC's of getting and keeping a job. Eye Gate Media, Inc., 1969.

331.79 Art careers in advertising. Educational Dimensions, 1968.

331.7 Career (awareness) education: jobs and the community. Coronet Instructional Media, 1976.

F1049 Office practice: manners and customs. Coronet Films, 1972.

F1050 Office practice: working with others. Coronet Films, 1972.

F1161 Opportunities in clerical work. Sterling Educational Films, 1970.

F1162 Opportunities in sales and merchandising. Sterling Educational Films, 1970.

F801 People shop - the hospital in your community. Aspect IV, n.d.

F1051 People who work in factories. Coronet Films, 1971.

F1036 Policeman--He is there to help. Aspect IV Educational Films, 1970.

F1038 What do we look like to others? Sandler Institutional Films, n.d.

F1039 What is business? Sandler Institutional Films, n.d.

F1175 What shall I be? Coronet Instructional Films, 1972.

F1403 Word processing: worries and wonders. Information Management Corporation, 1975.

F663 Writers on writing. Bailey Films, n.d.

F314 You can go a long way. E.B.F., n.d.

F708 Your career as a secretary. Modern Learning Aids, 1962.

F706 Your career as an electronics technician. Modern Learning Aids, 1962.

F705 Your career in architecture. Modern Learning Aids, 1962.

F707 Your career in printing. Modern Learning Aids, 1962.

F1040 Your new job. Sandler Institutional Films, n.d.

III. Kits

K 331.7 Me & jobs. Educational Design, 1976.

IV. 8mm Film Loops

L 693.21 Bricklayers. Encyclopaedia Britannica Educational Corporation, 1969.

L 694 Carpenter. Encyclopaedia Britannica Educational Corporation, 1969.

L 693.5 Cement masons. Encyclopaedia Britannica Educational Corporation, 1969.

331.7 Career discoveries: people who create art. Guidance Associates, 1972.

331.7 Career discoveries: people who influence others. Guidance Associates, 1973.

331.7 Career discoveries: people who make things. Guidance Associates, 1973.

331.76 Careers in film making. Educational Dimensions, 1970.

331.7 Careers in music. Educational Activities, 1976.

331.79 Careers in photography. Educational Dimensions, 1968.

331.76 Careers in set design. Educational Dimensions, 1972.

331.76 Careers in television. Educational Dimensions, 1968.

331.7 Fascinating world of work, volume 1. National Career Consultants, 1972.

331.7 Fascinating world of work, volume 2. National Career Consultants, 1972.

331.7 Fascinating world of work, volume 3. National Career Consultants, 1972.

331.7 Education/career/life options. Educational Design, 1978.

331.7 Filling out an application. McKnight Publishing Company, 1979.

642.5 Food services, serving people, I. Acoustifone, 1972.

331.7 Getting job leads. McKnight Publishing Company, 1979.

331.702 Home servicers. Edu-craft Educational Films, 1968.

331.7 How to follow directions. McKnight Publishing Company, 1979.

331.01 Job attitudes: trouble at work. Guidance Associates, 1970.

331.11 Job hunting: where to begin. Guidance Associates, 1972.

331.7 Job interview. McKnight Publishing Company, 1979.

158.1 Liking your job and your life. Guidance Associates, 1970.

383 90 billion raindrops. United States Postal Service, 1972.

331.702 Occupational beginnings. Edu-craft Educational Films, 1967.

331.7 Oft we go to the auto proving ground. Guidance Associates, 1973

331.7 Preparing for the interview. McKnight Publishing Company, 1979.

331.702 Retail store workers. Edu-craft Educational Films, 1968.

331.7 Selecting a vocation. Coronet Instructional Media, 1973.

331.7 Social problems and job success. McKnight Publishing Company, 1979.

331.7 Starting out on your own. McKnight Publishing Company, 1979.

526.9 Time for a man. Maryland Society of Surveyors, n.d.

331.7 Using a checking account. McKnight Publishing Company, 1979.

331.702 Utility workers. Edu-craft Educational Films, 1968.

330 Where and how people work and live. Bailey Film Associates, 1968.

331.7 Where to get help. McKnight Publishing Company, 1979.

331.7 Why we work. McKnight Publishing Company, 1979.

331.76 Writing careers in advertising. Educational Dimensions, 1968.

331.7 Your first days on the job. McKnight Publishing Company, 1979.

331.12 Your job interview. Guidance Associates, 1967.

331.7 Your paycheck deductions. McKnight Publishing Company, 1979.

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November, 1982

MARYLAND INSTRUCTIONAL TELEVISION APPROPRIATE TO PROJECT BASIC WORLD OF WORK OBJECTIVES - CAREER EDUCATION

Tapes Available Through the Frederick County IMC

MARYLAND ITV SERIES	LESSON	TITLE	GRADE
PB OBJECTIVE 4.1.1.1 - Identify the Advantages That Individuals Can Derive from Work			
Consumer Squad	3	"Financial Planning"	7,8
Consumer Squad	4	"Money Management"	7,8
Jobs: Seeking, Finding, Keeping	1	"World of Work"	6,7
"	4	"Work Environment"	6,7
"	15	"Personal Finances"	6,7
Freestyle	1A,1B	"Partners (Cooperation)"	6,7
"	2A,2B	"Cheers! (Independence)"	6,7
"	5A,5B	"Scoop - Part 1"	6,7
"	6A,6B	"Scoop - Part 2"	6,7
"	8A,8B	"Freestyle Variety Special"	6,7
"	13A,13B	"Grease Monkey"	6,7
PB OBJECTIVE 4.1.1.9 - Identify Ways to Enter the World of Work			
Jobs: Seeking, Finding, Keeping	7	"Credentials"	6
"	8	"Opportunities"	7,8
"	11	"Employment Tests"	7,8
PB OBJECTIVE 4.1.1.14- Identify the Skills, Knowledge, and Training Required for Major Occupational Categories			
Jobs: Seeking, Finding, Keeping	4	"Work Environment"	6,7
Trade-Offs	8	"Learning and Earning"	6,7
Freestyle	1A,1B	"Partners (Cooperation)"	6,7
"	4A,4B	"Helping Hand (Helping Skills)"	6,7
The Media Machine	1	"Television News"	6
"	2	"Newspapers"	6
"	3	"Image Making"	6
"	4	"It Pays to Advertise"	6
"	5	"Film-Making, Featurettes"	6
"	6	"Film-Editing, Commercials"	6
"	7	"Radio Goes After Its Audience"	6
"	8	"Television"	6
American Scrapbook	14	"Rodeo"	6,7
PB OBJECTIVE 4.1.1.15 - Identify School Subjects Which Help Develop Skills, Knowledge, and Training in Specific Occupations			
Jobs: Seeking, Finding, Keeping	8	"Work Environment"	8
Freestyle	4A,4B	"Helping Hand (Helping Skills)"	6,7

MARYLAND ITV SERIES	LESSON	TITLE	GRADE
PB OBJECTIVE 4.1.1.19 - Identify Basic Requirements for Employment in Specific Jobs			
Jobs: Seeking, Finding, Keeping	4	"Work Environment"	6,7
PB OBJECTIVE 4.2.1.1 - Match Local Occupational Opportunities with Personal Interests and Abilities			
Jobs: Seeking, Finding, Keeping	2	"Self-Image"	6,7
	3	"Interests, Aptitudes, Abilities"	6,7
	5	"Career Plans"	7,8
Freestyle	1A,1B	"Partners (Cooperation)"	6,7
	2A,2B	"Cheers! (Independence)"	6,7
	11A,11B	"Good Signs"	6,7
PB OBJECTIVE 4.2.1.2 - Identify Occupations Which Relate to Personal Interests, Aptitudes and Values			
Jobs: Seeking, Finding, Keeping	2	"Self Image"	6,7
	3	"Interests, Aptitudes, Abilities"	6,7
	5	"Career Plans"	6,7
Once Upon a Town	5	"Hobbies Happening"	6,7
Freestyle	1A,1B	"Partners (Cooperation)"	6,7
	2A,2B	"Cheers! (Independence)"	6,7
	5A,5B	"Scoop-Pt. 1 (Changing Roles)"	6,7
	6A,6B	"Scoop-Pt.2 (Changing Roles)"	6,7
	10A,10B	"Young and Old (Helping Skills)"	6,7
	11A,11B	"Good Signs"	6,7
	12A,12B	"Hey Mom! (Changing Roles)"	8
	13A,13B	"Grease Monkey"	6,7
PB OBJECTIVE 4.2.1.8 - Identify Qualities Employers Commonly Seek in Job Applicants			
Jobs: Seeking, Finding, Keeping	2	"Self-Image"	7,8
	7	"Credentials"	7
	9	"Interview Preparation"	7,8
	10	"The Interview"	7,8
	11	"Employment Tests"	7,8
	12	"On-the-Job"	7,8
Free Style	9A,9B	"Candidates(Responsible Leadership)"	6,7
	13A,13B	"Grease Monkey (Nontraditional Skills and Interests)"	6,7
PB OBJECTIVE 4.2.1.9 - Describe Behavior That is Appropriate for a Particular Work Situation			
Jobs: Seeking, Finding, Keeping	12	"On-the-Job"	6,7
	13	"Work Communications"	6,7

MARYLAND ITV SERIES	LESSON	TITLE	GRADE
PB OBJECTIVE - 4.2.1.9 - continued			
Freestyle	1A,1B	"Partners (Cooperation)"	6,7
	3A,3B	"Flag"	6,7
	9A,9B	"Candidates"	6,7
	10A,10B	"Young and Old"	6,7
	13A,13B	"Grease Monkey"	6,7
PB OBJECTIVE 4.2.1.10 - Describe the Importance of Time in a Particular Work Setting			
Jobs: Seeking, Finding, Keeping	12	"On-the Job"	6,7
Trade Offs	5	"Less and More"	7,8
PB OBJECTIVE 4.3.1.1 - Develop a Profile of Personal Characteristics Based on School Work, Test Results, and Non-School Activities			
Jobs: Seeking, Finding, Keeping	3	"Interest, Aptitudes, Abilities"	8
Freestyle	3A,3B	"Flag"	6,7
	9A,9B	"Candidates"	6,7
PB OBJECTIVE 4.3.1.5 - Demonstrate Skills, Attitudes, and Behaviors Important for a Job Interview			
Jobs: Seeking, Finding, Keeping	7	"Credentials"	8
	8	"Opportunities"	8
	9	"Interview Preparation"	8
	10	"The Interview"	8
PB OBJECTIVE 4.3.1.7 - Identify Employers and Job Opportunities in the Local and Surrounding Communities			
Jobs: Seeking, Finding, Keeping	8	"Opportunities"	7,8
Here and There in Maryland: Field Trips	1	"Lexington Market"	6-8
	2	"Baltimore-Washington International Airport"	6-8
Maryland	4	"Baltimore"	7,8
	5	"The Eastern Shore"	7,8
	6	"The Southern Region"	7,8
	7	"The Central Region"	7,8
	8	"The Western Region"	7,8
	11	"Recreation"	7,8
	12	"Government"	7,8
	13	"Services"	7,8

MARYLAND ITV SERIES	LESSON	TITLE	GRADE
PB OBJECTIVE 4.4.1.3 - Identify Alternative Personal Career Goals			
Jobs: Seeking, Finding, Keeping	5	"Career Plans"	7,8
	6	"Decisions"	7,8
	16	"Mobility"	7,8
On the Level	11	"What's Next"	7,8
PB OBJECTIVE 4.4.1.4 - Identify Steps for Making Career Decisions			
Here and There in Maryland	1	"Lexington Market"	8
	2	"BWI Airport"	8
	4	"Maryland Science Center"	8
	5	"B & O Railroad Museum"	8
	7	"NASA Goddard Space Flight Center"	8
	9	"Solomon's Biological Lab & Marine Museum"	8
	12	"Blackwater National Wildlife Refuge"	8
	14	"Johns Hopkins Hospital	8
Jobs: Finding, Seeking, Keeping	5	"Career Plans"	7
	6	"Decisions"	8
	18	"Mobility"	8
PB OBJECTIVE 4.4.1.5 - Identify Alternate Ways to Reach Career Goals			
Jobs: Seeking, Finding, Keeping	8	"Opportunities"	7,8
PB OBJECTIVE 4.4.1.6 - Identify Education Opportunities Available in Selected Careers			
Here and There in Maryland	14	"Johns Hopkins Hospital"	8
PB OBJECTIVE 4.4.1.7 - Identify Criteria for Selecting Programs, Schools and Courses Designed to Prepare an Individual for a Job			
No lessons on ITV			
PB OBJECTIVE 4.4.1.15 - Identify Job Characteristics Which May Affect Career Choices			
Jobs: Seeking, Finding, Keeping	4	"Work Environment"	8
	15	"Personal Finances"	8
PB OBJECTIVE 4.4.1.20 - Use School and Community Resources to Obtain Career Information			
Jobs: Seeking, Finding, Keeping	5	"Career Plans"	8
	8	"Opportunities"	7,8

Provided by The Public Schools of Washington County, Maryland

THE FUNCTIONAL MATH LAB

Video Tapes Available From Frederick County IMC

Maryland's Functional Mathematics Objectives

LESSON & FUNCTIONAL MATH OBJECTIVE NUMBER		MSDE CODE NUMBER
1	Writing numbers in words and numerals (Maximum level -- one thousand)	3.1.1
2	Adding whole numbers (Maximum level--two 5-digit numbers)	2.1.1
3	Subtracting whole numbers (Maximum level--two 5-digit numbers OR a 4-digit from a 5-digit number)	2.1.2
4	Multiplying whole numbers (Maximum level--one 4-digit factor by one 2-digit factor)	2.1.3
5	Dividing whole numbers (Maximum level--4-digit dividend; 2-digit divisor)	2.1.4
6	Adding mixed numbers (Maximum level--two mixed numbers; 1-digit whole numbers; no regrouping)	2.1.5
7	Subtracting mixed numbers (Maximum level--2-digit whole numbers; no regrouping)	2.1.6
8	Multiplying a whole number by a fraction	2.1.7
9	Adding decimals (Money $<$ $1000.00; decimals no less than hundredths)	2.1.8
10	Subtracting decimals (Money $<$ $1000.00; decimals no less than hundredths)	2.1.9
11	Multiplying decimals (Product no less than hundredths)	2.1.10
12	Dividing decimals (Maximum level--5-digit dividend; whole number divisor; no remainder)	2.1.11
13	Finding a percent of a number (Whole number percent; number less than 1000)	2.1.12
14	Finding the average of a set of whole numbers (Maximum level-- set of five numbers)	5.1.1
15	Solving proportions	2.1.13
16	Using formulas (Substituting in simple formulas)	2.1.14
17	Ordering decimals (tens through hundredths)	3.3.1
18	Renaming simple fractions as percents	3.1.2
19	Renaming percents as decimals (Whole number percents)	3.1.3
20	Choosing a reasonable answer	4.1.1
21	Solving problems--adding and subtracting money problems (Maximum level--2-step problems)	5.1.2
22	Solving problems--multiplying and dividing money problems (Maximum level--2-step problems)	5.1.3
23	Solving problems--finding a whole number percent of a number	5.1.4
24	Using information from tables	2.3.1
25	Using information from graphs	2.3.2
26	Finding perimeter and area of simple polygons	3.2.1
27	Choosing an appropriate unit (Metric units of measure)	3.2.2
28	Making change (Maximum amount -- $20.00)	5.1.5
29	Reading scales	2.2.1
30	Finding elapsed time	5.1.6

Note: Project Basic Reference-
See "DECLARED COMPETENCIES INDEX,"
MSDE, September 1979 for code numbers
(Explanation: 2.1.1 means State Goal 2.
Competency 1. Objective 1)

VIDEO TAPES AVAILABLE FROM THE IMC

Project Basic

NUMBER	REFERENCE	TITLE
31		Sign On the Dotted Line
32		Don't Forget To Say Thank You
33		Get a Job
34		Basic Facts of Life
35		Sixth Sence
36		Who Am I
37		Help Help I Need Help
38		How to Survive the Maryland Functional Reading Test
39	F45	Education for Living (Vocational Opportunities)
40	F46	My First Job: Service Station Attendent
41	331.7	Kit-Me and Jobs
42	SFS331.7	Career (Awareness) Education: Jobs and the Community
43	SFS331.7	Career (Awareness) Education: Jobs at Home and School
44	SFS331.7	Careers in Music
45	SFS331.7	Education/Career/Life Options
46	SFS331.7	Selecting a Vocation
47	16mm Film	Basic Job Skills: Following Instructions
48	SFS	Entering the World of Work
49	SFS	A.B.C.'s of Getting and Keeping a Job
*50	SFS	Understanding Jobs and Careers
*51	Set	Career Education - 150 books
*52	SFS	From Classroom to Career Part I
53	SFS	From Classroom to Career Part II
54	SFS	Working
55	SFS	Fascinating World of Work
56	Worksheet Booklet	Careers in Focus-Discovering Youth
57	Games	Career Insights and Selfawareness
58	Curriculum	Career Ed. Instructional Materials from the Intermediate Classroom
*59	Curriculum	Early Adolescent Instructional Series
60		

*On loan to Monocacy Middle School Career Center

FROM THE
FREDERICK COUNTY INSTRUCTIONAL MATERIALS CENTER (IMC)

Location: The Sagner Building at 401 Sagner Avenue. This is the first building on the left side of Sagner Avenue, as one enters from Wisner Street. Wisner Street is the street that connects East Patrick and East South Street. Parking is available on the large lot beside the building, at no charge, and without any special permission required.

Staff: Mrs. Charlotte S. Holter, Supervisor of Library Media Services 694-1359

Darl W. Hinkle, Media Specialist 694-1363

Mrs. Shirley Miller, Secretary 694-1359
Mrs. Elaine Daily, Secretary 694-1803
Mrs. Dorothy Fogle, Circulation of Home Economics and Other Instructional Materials 694-1361

Mrs. Pat Main, Circulation of 16mm Films 694-1360

Mrs. Gloria Selby, Circulation of Family Life Materials, Professional Periodicals, and Drug Education Materials 694-1364

Hours: Monday through Friday, during the school year, 8:00 a.m. - 4:30 p.m.
Monday through Friday, during the summer, 8:00 a.m. - 4:00 p.m.

SERVICES

1. Professional books and periodicals are available.

2. The county media specialist will research topics for teachers and forward books and periodicals by courier for a four-week period.

3. Bibliographies are available on many topics. Others will be compiled upon request.

4. The county media specialist is available to help teachers in planning units - to suggest materials that will support the units.

5. A film library of approximately 1500 films is available to teachers. A catalog of these films is available for every teacher. The current edition of this catalog is the 5th revised edition, 1979, and may be obtained from the library media specialist in each school. Supplements are added to the catalog between new editions.

BOOKING OF FILMS:

a. Teacher requests should be submitted to the librarian in each school.

b. To request films, a special form must be submitted in triplicate:

PROFESSIONAL LIBRARY & FILM COLLECTION A-V BOOKING SHEET
BOARD OF EDUCATION OF FREDERICK COUNTY

INSTRUCTIONS
Fill form out in triplicate. Send the original and one carbon to the Film Collection. Keep the second carbon as a record of your request. The first carbon will be returned giving the dates the films will arrive at the school.

FROM: School _____ Teacher _____ A-V Rep. _____

GUIDE NO.	TITLE	1st CHOICE	2nd CHOICE	Date material will arrive at school (leave blank)

FORM INS-9 Revised 1971 (color - white)

c. Send the original and one carbon to Pat Main, IMC.

d. Retain the second carbon as a record of your request.

e. The first carbon will be returned to the media specialist giving the date the film will arrive at the school. The media specialist will forward this copy to the teacher making the request.

f. Each film is accompanied by a route slip which lists the film number and the due date.

g. Films are circulated for ONE WEEK.

b. A collection of nonprint materials is available. Examples:

art prints	recordings	video cassettes
8mm filmloops	slides	
filmstrips	sound filmstrips	
models	study prints	
multimedia kits	tapes	
pictures	transparencies	

BOOKING OF NONPRINT MATERIALS:

a. Teacher requests shall be submitted to the media specialist in each school.

b. To request materials, the following form must be completed and submitted in DUPLICATE.

Received .....

Returned .....

INSTRUCTIONAL MATERIALS CENTER - I.M.C. REQUEST SHEET
BOARD OF EDUCATION OF FREDERICK COUNTY

Send original to I.M.C. Retain duplicate as record of your request

FROM School ..... *Teacher* ..... *Librarian* .....

TITLE OR SUBJECT AREA	DATE WANTED	FIRST AVAILABLE DATE (Leave this space blank)

FORM INS - 59 Revised 1971 (color - buff)

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c. Send the original to Mrs. Dorothy Fogle, IMC.

d. Retain the duplicate as a record of your request.

e. The materials will be sent to the school media specialist, who will forward the materials to the appropriate teacher.

f. Each shipment of materials contains a charge slip which lists the title(s) of the materials shipped and the due date.

g. Materials circulate for a period of TWO WEEKS.

7. The following equipment is available for short-term loan to schools:

a. 2 Wollensak tape recorders, one with synchronizer, one without

b. 1 Ektagraphic Visualmaker

c. 1 Kodak Carousel projector

d. 3 Super 8mm loop projectors

e. 1 Microfilm/microfiche reader

f. 4 8mm cameras

8. The Instructional Materials Center is a referral center of the Maryland Interlibrary Loan Organization (MILO). Interlibrary loan requests for books and periodical photocopy service may be requested through the IMC. Your school library media specialist can give you more details about this service if you are interested in using it.

9. Services from the Library for the Blind and Physically Handicapped are available to both students and teachers. Requests for this service must be coordinated through Nancy Freeman, Itinerant Teacher of the Visually Impaired (694-1817) and Darl Hinkle.

10. Search service is available from the State Media Services Center Project LIFE (Library Information Functional Exchange). The ERIC data base along with several other data bases are searched. An annotated bibliography is generated from this search. Materials are then selected from the bibliography and supplied to the user. It takes approximately four weeks to complete the search from the original request to receiving the materials. This service is coordinated by Darl Hinkle, Library Media Specialist (694-1363).

FROM
MEDIA ARTS

Location: IMC at the Sagner Building

Phone: 694-1365

Staff: Richard Callan, Administrative Assistant

Stephen Blickenstaff, Media Arts Aide

SERVICES

Teachers may request assistance in:

1. making transparencies
2. creating learning stations
3. making posters
4. making signs
5. preparing slide-tape presentations
6. 35mm copystand work
7. dry mounting
8. using the Ektagraphic Visualmaker
9. preparing bulletin board displays

A sample request form follows this page. The media specialist in each school will make these forms available to teachers and will submit requests to Media Arts by courier.

REQUEST

MEDIA ARTS

REQUESTED BY _____

SCHOOL _____

DATE REQUESTED _____ DATE NEEDED _____

DATE RECEIVED by staff _____ DATE COMPLETED _____

ILLUSTRATION (can be drawn or may be substituted with samples including magazine illustrations, etc)

COMMENTS _____

notice:

Reminder, the more involved your job is, the longer it may take to complete

Please allow 2-3 weeks for completion of product This time period may extend depending on work load

Any requests requiring immediate attention, should be confirmed by Media Arts -- before sending this form

REQUEST

MEDIA ARTS

REQUESTED BY _____

SCHOOL _____

DATE REQUESTED _____ DATE NEEDED _____

DATE RECEIVED by staff _____ DATE COMPLETED _____

ILLUSTRATION (can be drawn or may be substituted with samples including magazine illustrations, etc)

COMMENTS _____

notice:

Reminder, the more involved your job is, the longer it may take to complete

Please allow 2 3 weeks for completion of product This time period may extend depending on work load

Any requests requiring immediate attention, should be confirmed by Media Arts – before sending this form

APPENDIX F

Interdisciplinary Teaching of Career Education

Interdisciplinary Teaching of Career Education

The following section contains career activities for each course taught in the eighth grade (courses in alphabetical order). These are merely suggestions; other activities not listed may already be taking place in your school.

Interdisciplinary teaching is encouraged in order to offer students a chance to see the relationship between subjects studied in school. It also offers them a chance to see real applications for what they are learning.

* The sample lists of careers for each course are taken from a much more detailed list in the School Subject-Occupation Index (McKnight Publishing).

** The Special Education teacher can be very helpful with level IV students during the research section of the career course.

Art

1. Establish a general awareness among students of careers requiring art classes. A sample list follows.*

   - critic
   - cartoonist
   - cloth designer
   - fashion artist
   - painter
   - illustrator
   - teacher of art
   - photographer
   - choreographer
   - sign writer
   - taxidermist
   - architect
   - plasterer
   - fashion coordinator
   - advertising manager

2. In art class, create a collage of magazine pictures representing the career of your choice.

3. In art class, draw a picture representing you in your career.

4. Write letters for career information using addresses from the back of the BAC-O survey (one of the Career Exploration Series).

5. Show any one (or the entire series)of the SFS People Who Create Art (Guidance Associates). Or show any other filmstrips on art careers.

6. Invite people in art careers to speak to the art class.

Business Education

1. Establish a general awareness among students of careers requiring business courses. A sample list follows.*

   - salesperson
   - cashier
   - auctioneer
   - floral designer
   - accountant
   - retail manager
   - waitress/waiter
   - bank teller
   - payroll clerk
   - receptionist
   - insurance clerk
   - appraiser
   - actuary

2. Write letters for career information using addresses from the back of the BIZ-O survey (one of the Career Exploration Series).

3. Show any films available on business careers to show students real life applications for what they're studying.

4. Invite people in business careers to speak to the business class.

Computer Awareness

1. Establish a general awareness among students of careers requiring computer classes. A sample list follows.*

   - computer programmer
   - computer operator
   - keypunch operator
   - computer service technician
   - systems analyst

2. Show the video "Adventures of the Mind". This program discusses computer careers.

3. Invite people in computer careers to speak to the computer class.

4. Have students research a computer career in the career center in your school.

Foreign Languages

1. Establish a general awareness among students of careers requiring foreign language classes. A sample list follows.*

   - singer
   - international flight attendant
   - anthropologist
   - historian
   - export manager
   - translator
   - teacher of foreign languages
   - airplane pilot
   - border guard

2. Show SFS Career Opportunities: Foreign Languages (Houghton Mifflin Company 1978) or any other filmstrip on foreign language careers.

3. Invite people in foreign language careers to speak to the foreign language class.

Home Economics

1. Establish a general awareness among students of careers requiring home economics classes. A sample list follows.*

   - model
   - dietician
   - cook
   - baker
   - cleaner
   - meat cutter
   - teacher of home economics
   - garment inspector
   - flight attendant
   - host/hostess
   - waiter/waitress
   - nurse
   - dental assistant
   - camp director

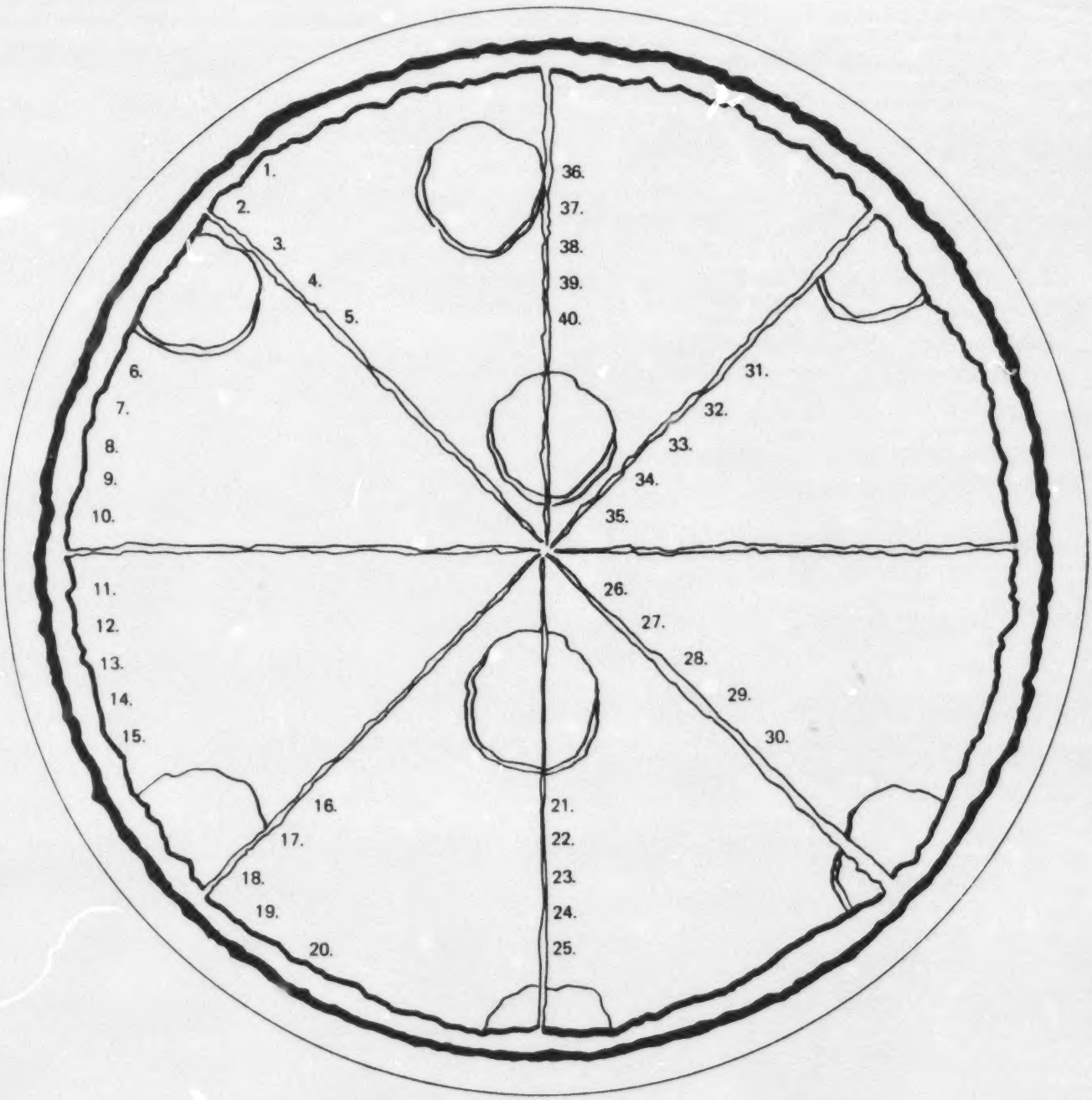
2. Write letters for career information using address from the back of the DAC-O survey.

3. Set up a mock restaurant and establish an awareness of as many food service careers as possible.

4. Pizza game activity follows.

The Pizza Game

Directions: List as many careers as possible that relate to the creation of a pizza — from the growing of the wheat, making of the ovens, to the purchase of the finished product.



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Industrial Arts

1. Establish a general awareness among students of careers requiring Industrial Arts classes. A sample list follows.*

   - teacher of industrial arts
   - carpenter
   - architect
   - bricklayer
   - plumber
   - engineer
   - electrician
   - surveyor
   - mechanic
   - maintenance

2. Show SFS People Who Make Things (Guidance Associates).

3. Invite a speaker in one of the careers above to speak to the Industrial Arts class.

Language Arts

1. Establish a general awareness among students of careers requiring Language Arts classes. A sample list follows.*

   - editor
   - detective
   - policeman
   - sheriff
   - parole officer
   - dispatcher
   - typist
   - secretary
   - insurance salesman
   - salesperson
   - teacher of language arts
   - psychologist
   - butler
   - host/hostess
   - county agricultural agent

2. If papers or letters are written in career class they may be used in Language Arts as an activity in finding parts of speech. These papers may be graded by the career teachers (for content) and by the Language Arts teachers (for grammar).

3. Language Arts teachers could periodically use career words as additions to students weekly spelling lists.

4. The Language Arts teacher could stress the need for good job writing and speaking skills.

5. Invite a speaker in one of the listed careers to speak to the Language Arts class.

Math

1. Establish a general awareness among students of careers requiring Math classes. A sample list follows.*

   - carpenters
   - business careers
   - cashier
   - waitress
   - astronomer
   - biologist
   - dietician
   - chemist
   - engineer
   - salesperson
   - air traffic controller
   - drafter
   - programmer
   - accountant
   - secretary
   - plumber

2. Invite a speaker in one of these careers to speak to the math class.

3. The math teacher could stress the need for good computation skills on the job.

Music

1. Establish a general awareness of careers requiring music classes. A sample list follows.*

   - critic
   - motion picture direction
   - dancer
   - piano tuner
   - teacher of music
   - occupational therapist
   - historian
   - booking manager
   - singer
   - musician
   - conductor
   - composer

2. Invite speakers in one of these careers to speak to the music class.

Physical Education

1. Establish a general awareness of careers requiring physical education careers. A sample list follows.*

   - dancer
   - choreographer
   - model
   - detective
   - body guard
   - fire fighter
   - park ranger
   - policeman
   - caddie
   - physical therapist
   - coach
   - teacher of physical education
   - sports director
   - umpire
   - manager of a health club

2. Invite a speaker in one of these careers to speak to the physical education class.

Science

1. Establish a general awareness of careers requiring science classes. A sample list follows.*

   - farmer
   - farm hand
   - veterinarian
   - dentist
   - geologist
   - nurse
   - forest worker
   - animal trainer
   - engineer
   - drafter
   - architect
   - surveyor
   - florist
   - surgeon

2. Show People Who Work in Science (Guidance Associates).

3. Write letters for career information using addresses from the back of the SCI-O survey.

4. Invite speakers in one of the listed careers to speak to the science class.

Social Studies

1. Establish a general awareness of careers requiring social studies classes. A sample list follows.*

   - writer
   - teacher
   - librarian
   - judge
   - lawyer
   - historian
   - fire chief
   - cartoonist
   - special agent
   - anthropologist
   - postmaster
   - airport manager
   - lobbyist
   - reporter
   - newscaster

2. The Social Studies teacher may be more experienced or feel more comfortable teaching the Project Basic Objective 4.3.1.7. (Identify employers and job opportunities in the local and surrounding communities) One suggested resource for this is the Know Your County booklets. The Social Studies teachers should have a class set of these. It may be beneficial for the career teacher to work with the Social Studies teacher to fulfill this objective.